

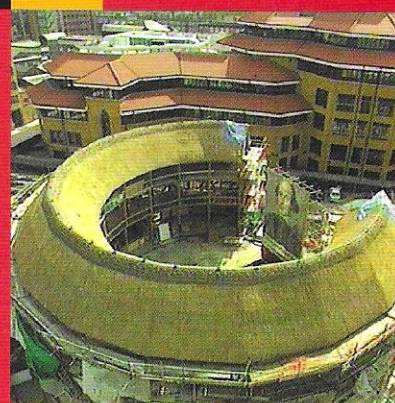


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# Higher Degrees



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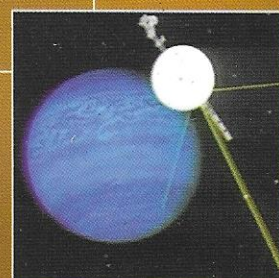
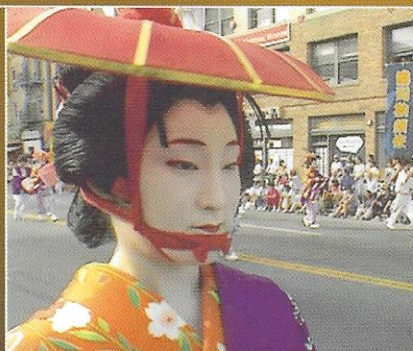
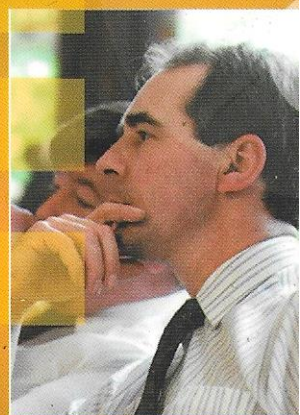
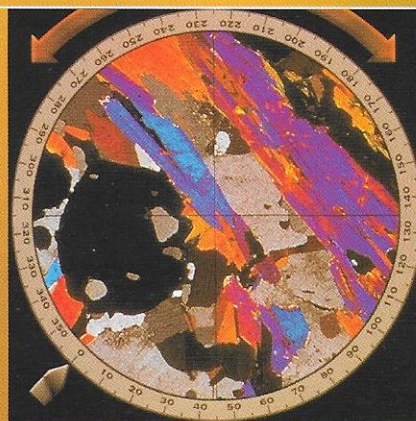
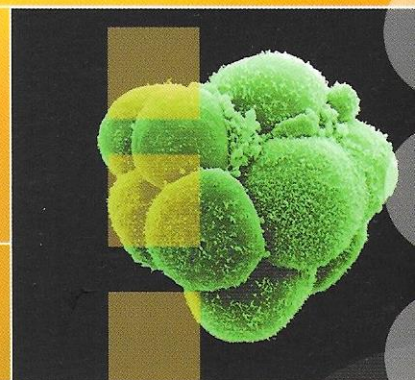
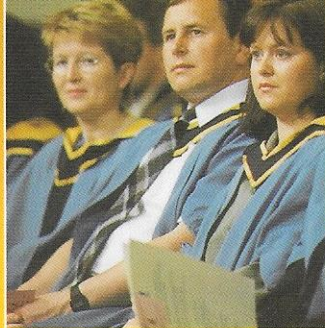


1998/9



# Higher Degrees

1997/8





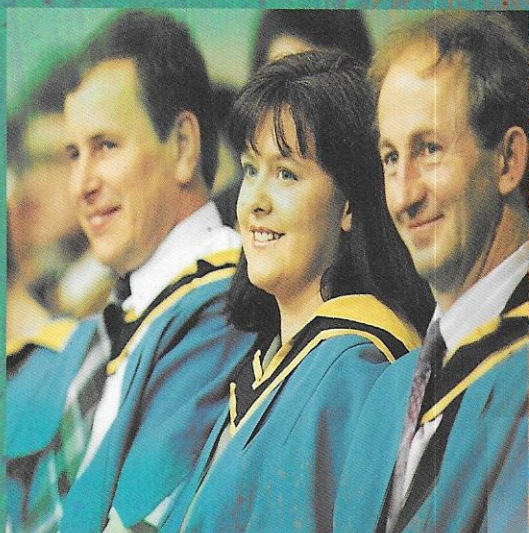
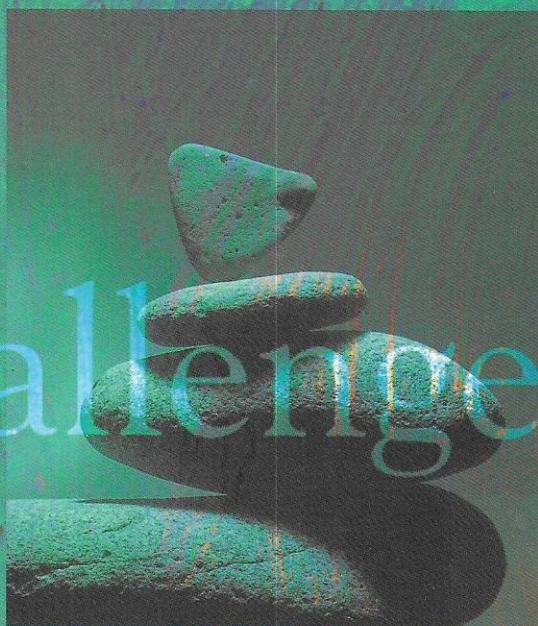


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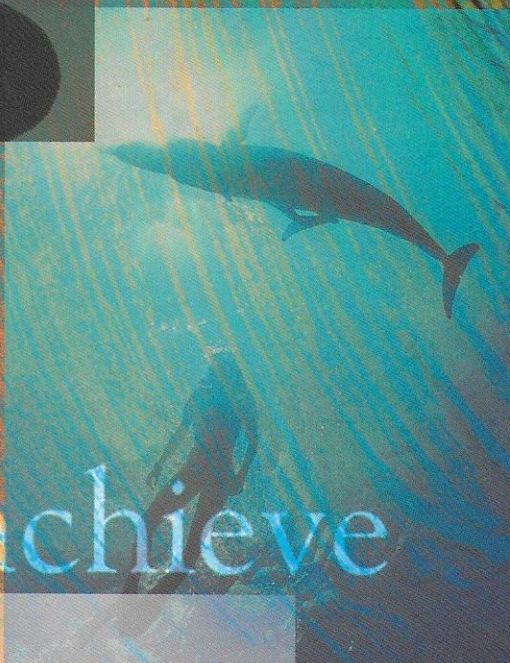
Higher Degrees

1999/2000

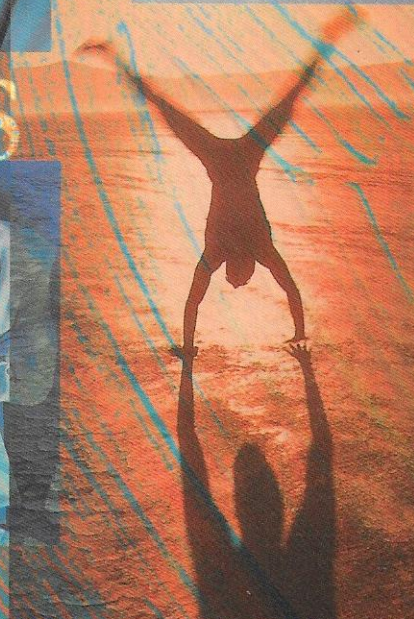
challenge



achieve



progress







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Higher Degrees

2001/2002







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Higher Degrees

2002/2003

stand out from the crowd





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Higher Degrees

2003/2004

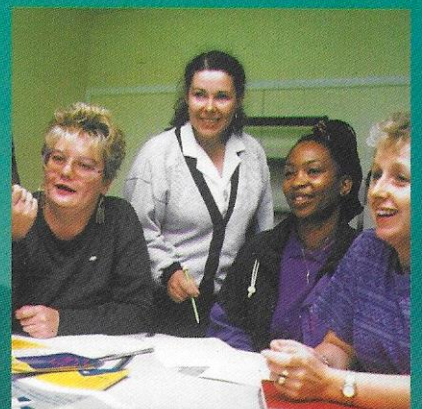
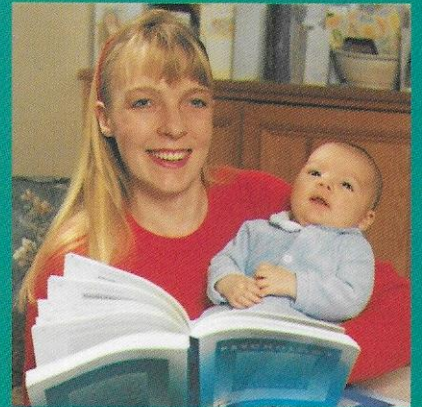
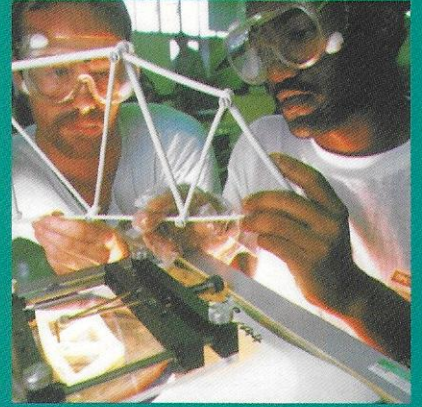
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# Learn & Live

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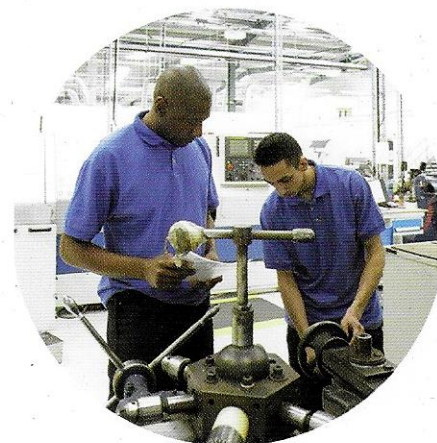






# Learning through Work with the **Open University**

In the East Midlands



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University Level Qualifications  
**Learning through Work**  
working with  **Learndirect**

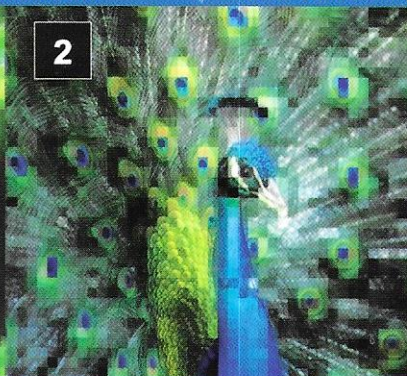
  
**east midlands  
development agency**





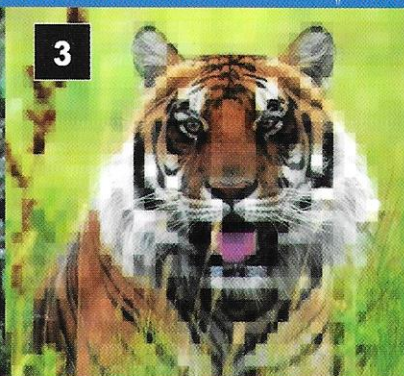
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M150



2

M150



3

M150



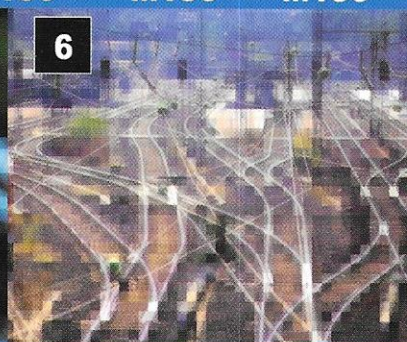
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M150



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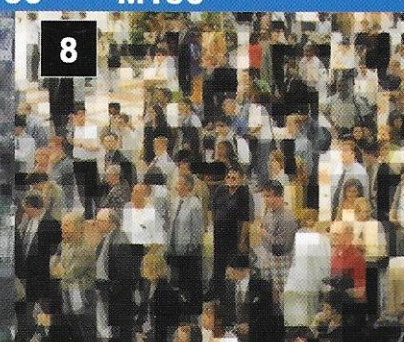
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M150



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M150



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M150

DATA, COMPUTING and INFORMATION

DATA, COMPUTING and INFORMATION

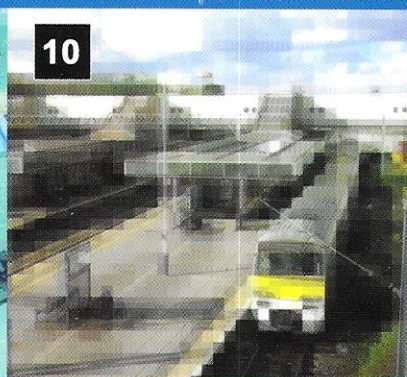
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DATA, COMPUTING and INFORMATION



9

M150



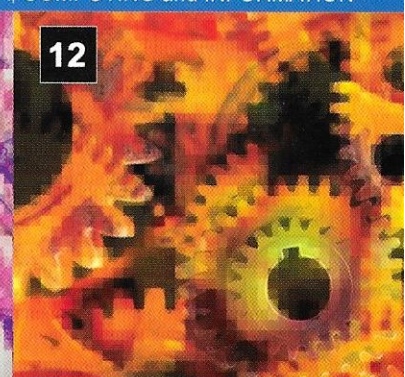
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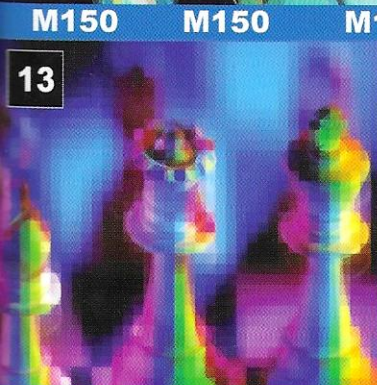
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M150



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M150



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M150



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M150



15

M150



16

M150

DATA, COMPUTING and INFORMATION

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DATA, COMPUTING and INFORMATION



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# M150 Course Guide



1



2



3



4

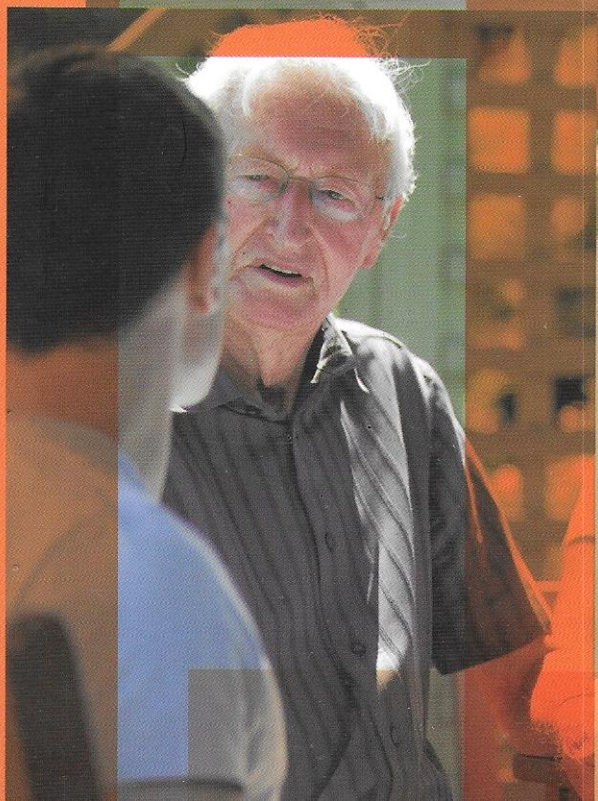
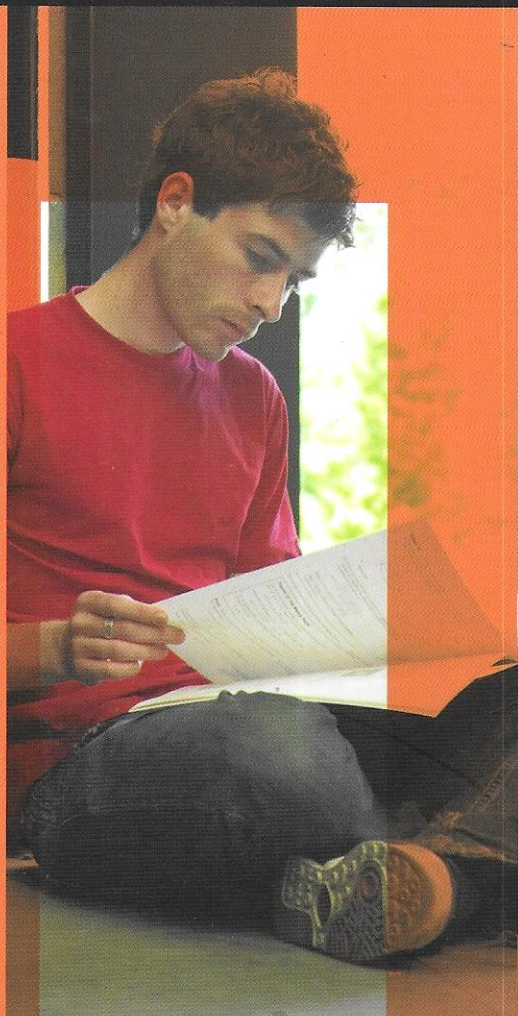


Qualifications and courses for new and continuing students  
**Mathematics and Statistics Prospectus**

2007/2008



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# Mathematics and Statistics Prospectus

2009/2010

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# Mathematics and Statistics Prospectus

2010/2011

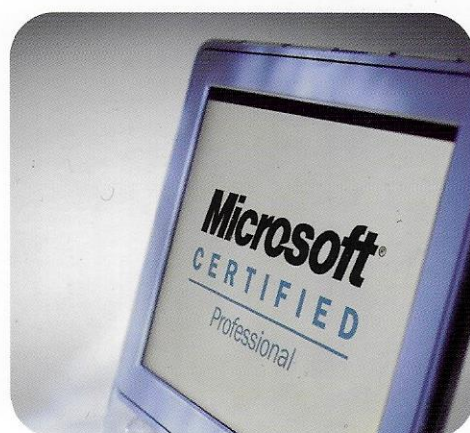
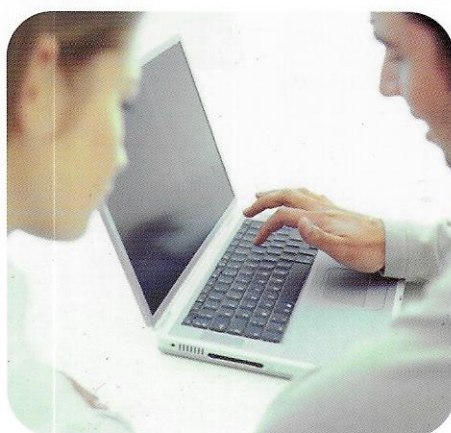
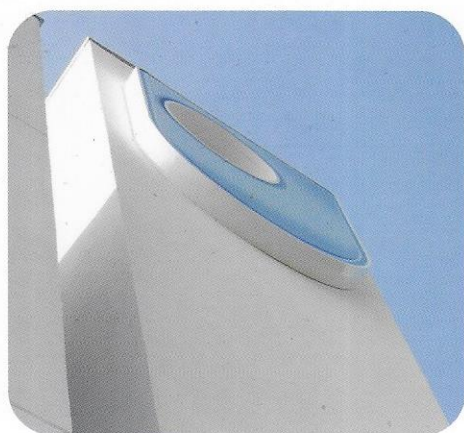


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## Foundation Degree in Computing and its Practice

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**TAUGHT MASTER'S  
DEGREE PROSPECTUS  
1991/92**





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# **MSc IN MATHEMATICS PROSPECTUS**

**1994/95**





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**MSc in Mathematics  
Prospectus  
1996/97**





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# **MSc in Mathematics Prospectus 1999**





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**MSc in Mathematics  
Prospectus  
2000**

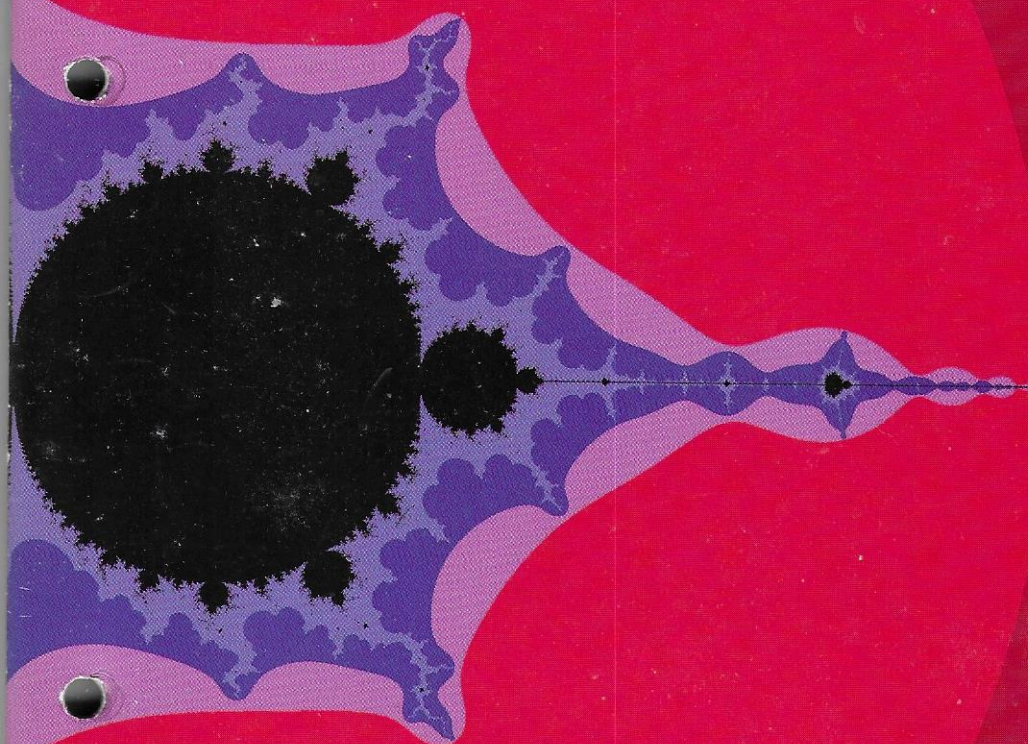




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**MSc in Mathematics  
Prospectus**

2002/2003



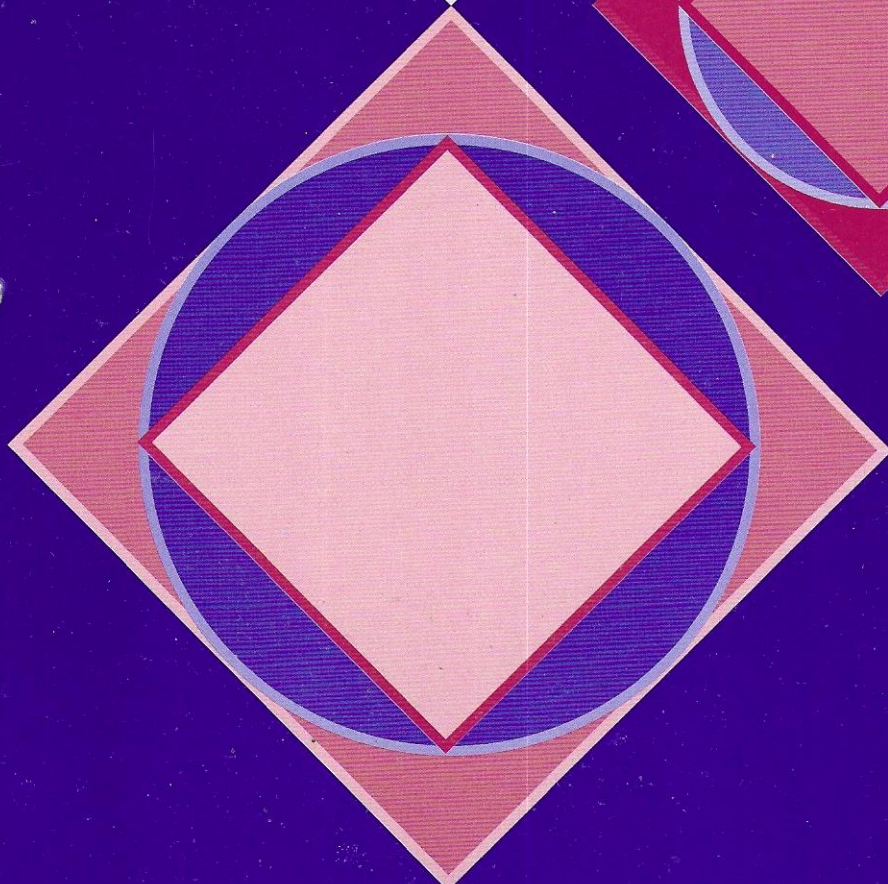
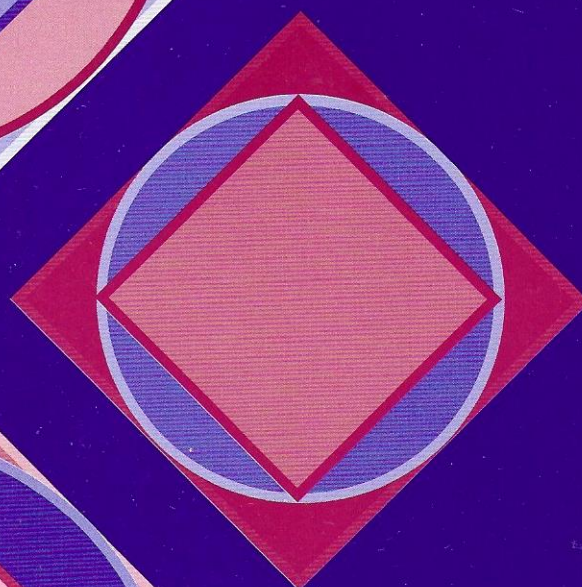
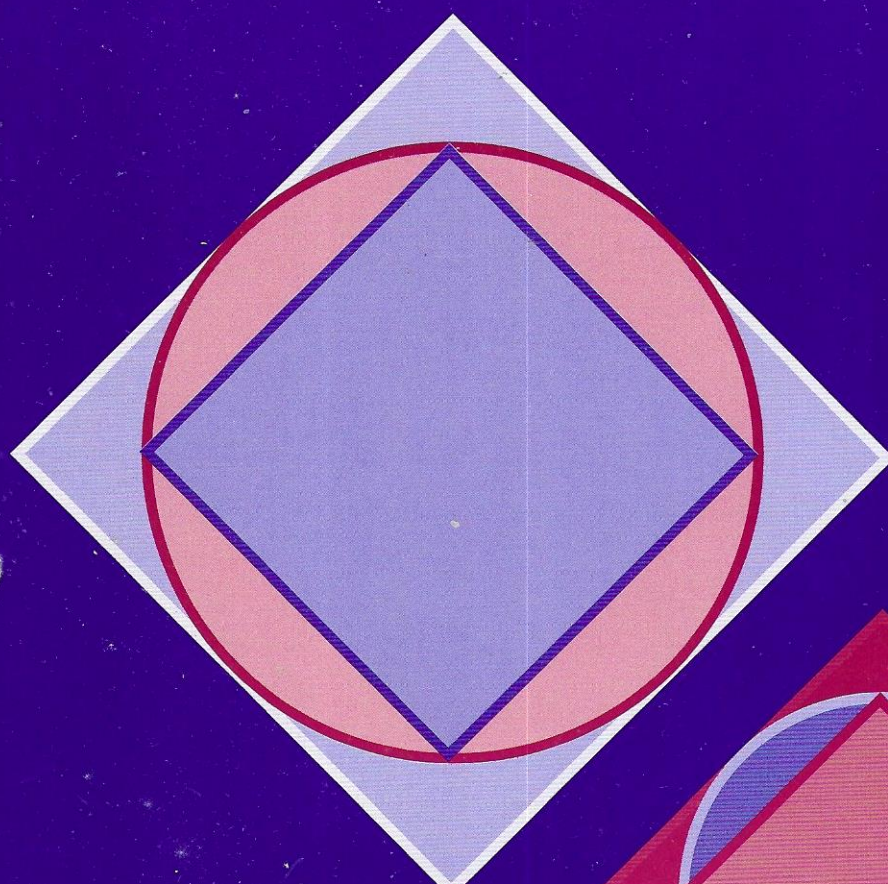




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**MSc in Mathematics  
Prospectus**

2002



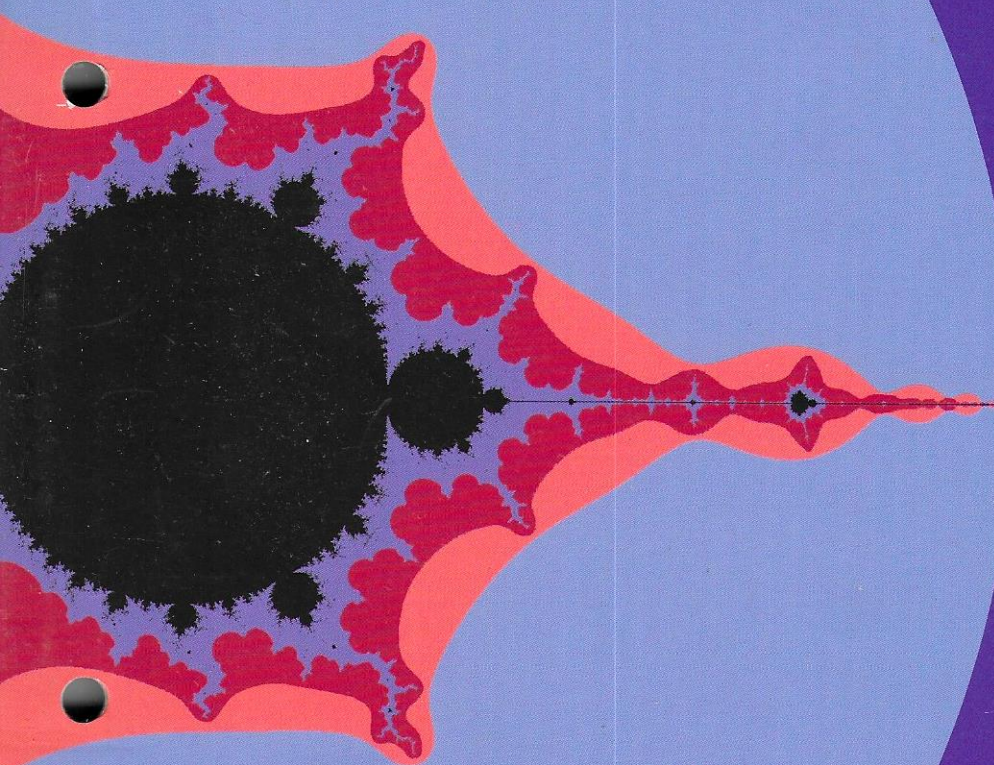




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**MSc in Mathematics  
Prospectus**

2003/2004







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# MSc IN SCIENCE



PROSPECTUS 1998/99



# **MSc in SCIENCE**

prospectus 1999/2000





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**MSc in Science**

2001/2002

# MSc in SCIENCE







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University

**MSc in Science**

2002/2003

# MSc in SCIENCE

A composite image featuring a man in a lab coat, a brain scan, and a molecular structure, overlaid with a large, glowing, translucent sphere.





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**MSc in Science**

2003/2004

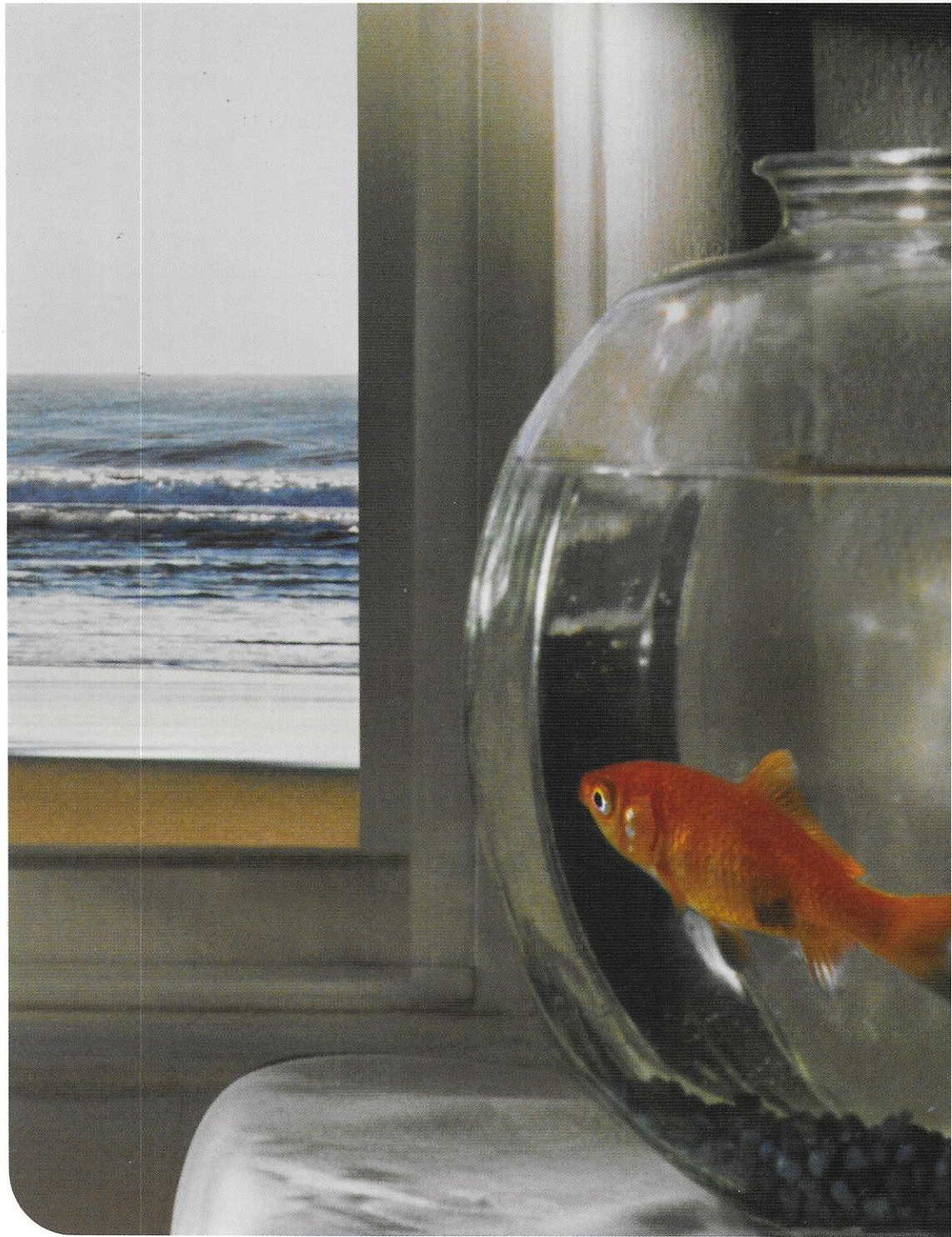
# MSc in SCIENCE







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A taught postgraduate degree

# MSc in Science

2006/2007



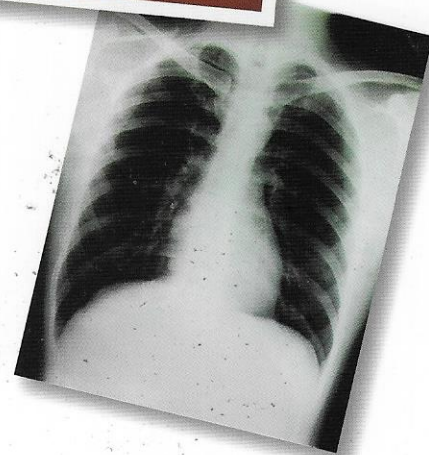
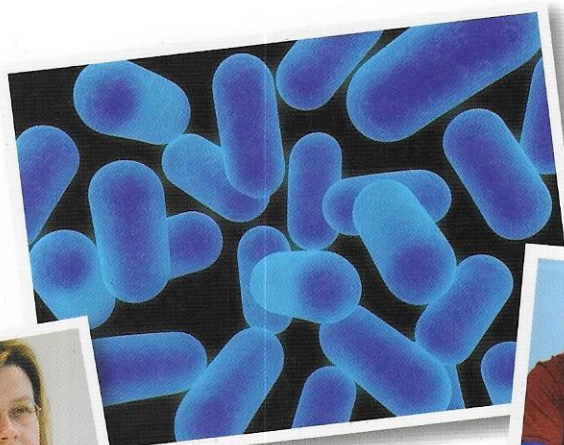




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# Science Masters

2008/2009







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# Openings Prospectus

Introductory courses to build  
your confidence

2010/2011



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# Openings Prospectus

Introductory courses  
to build your confidence

2009/2010

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*What OU graduates  
can do:*

*qualifications and  
destinations*





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# OU study and your career

OU Careers Advisory Service







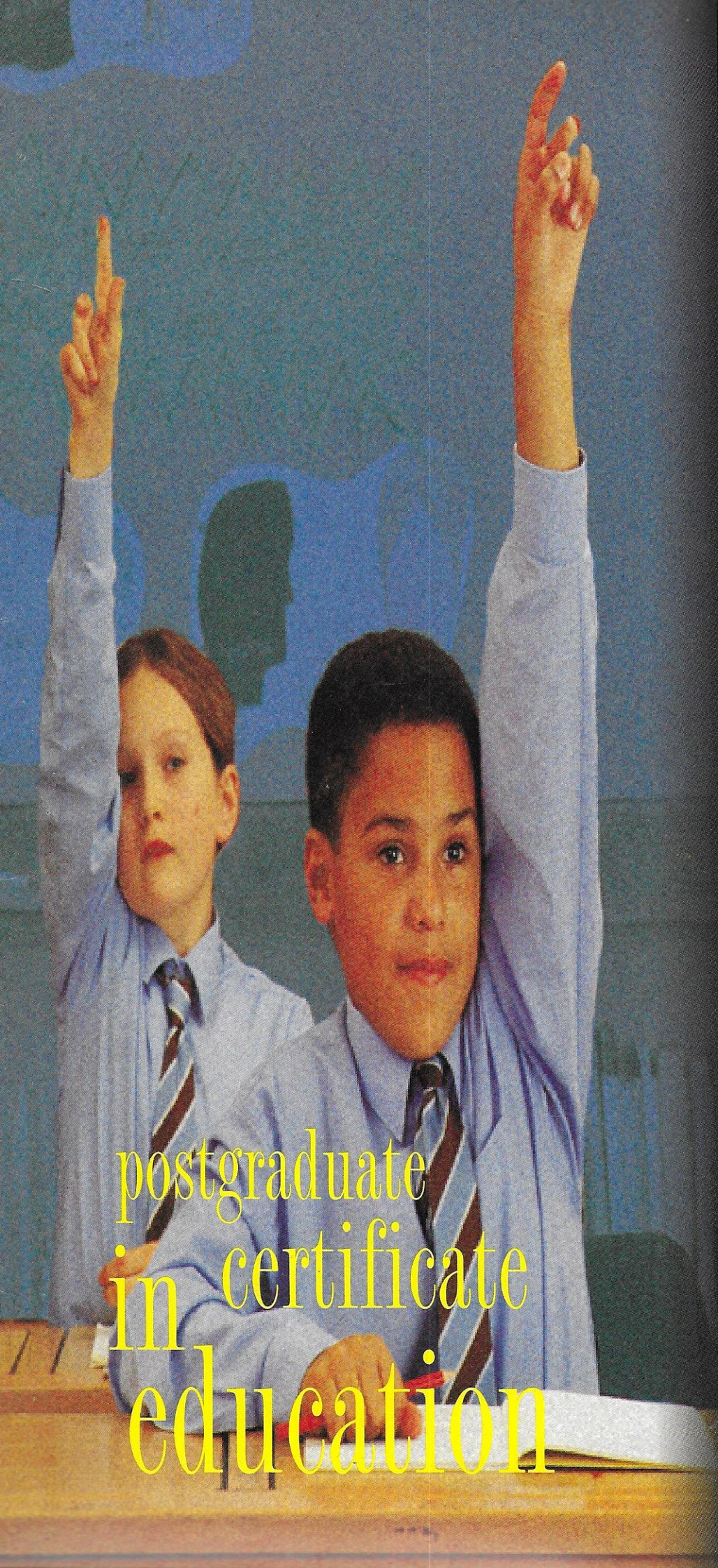
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postgraduate  
in certificate  
education



P R O S P E C T U S  
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postgraduate  
in certificate  
education

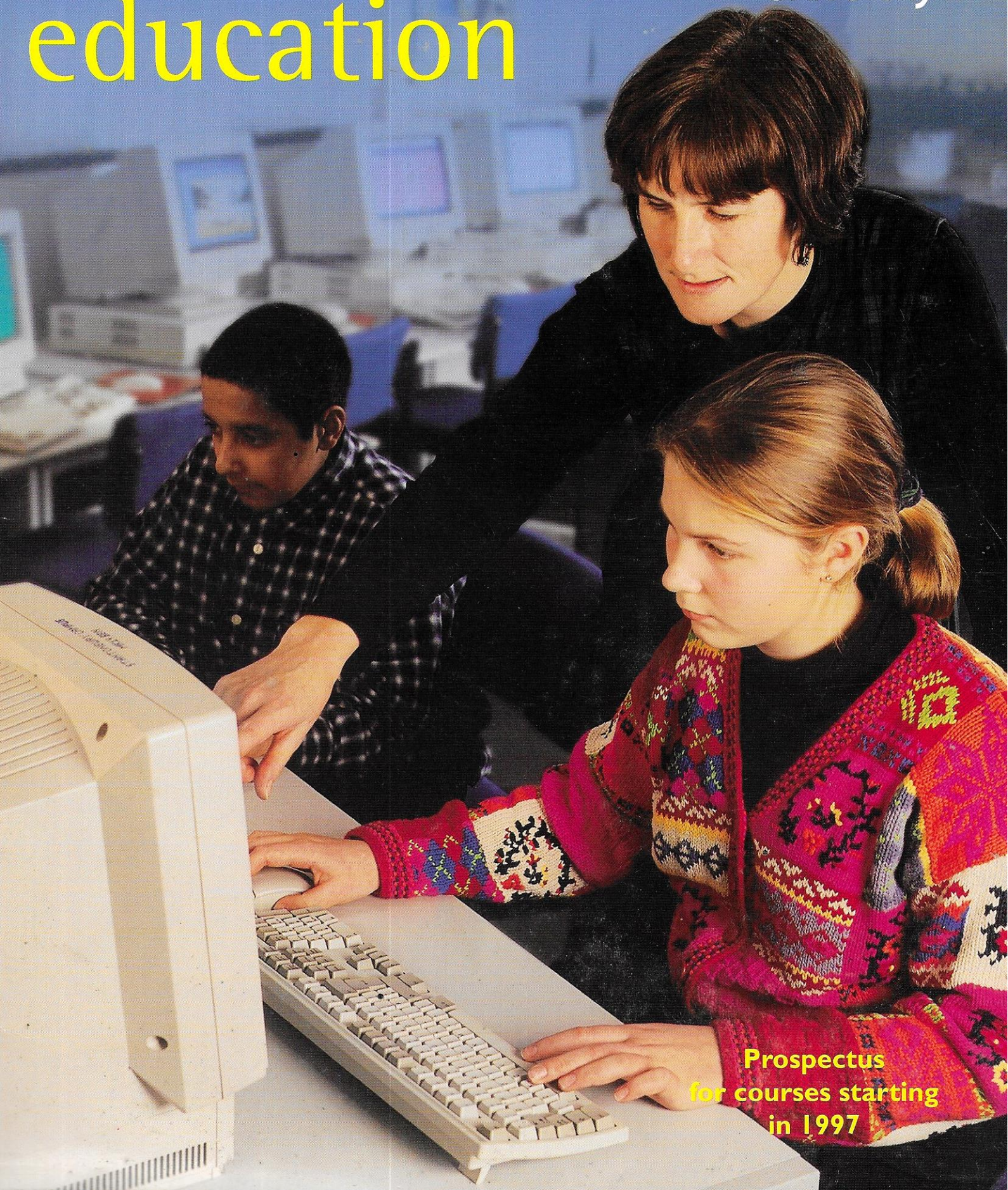
Prospectus  
for courses starting  
in 1996



# postgraduate certificate in education



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Prospectus  
for courses starting  
in 1997



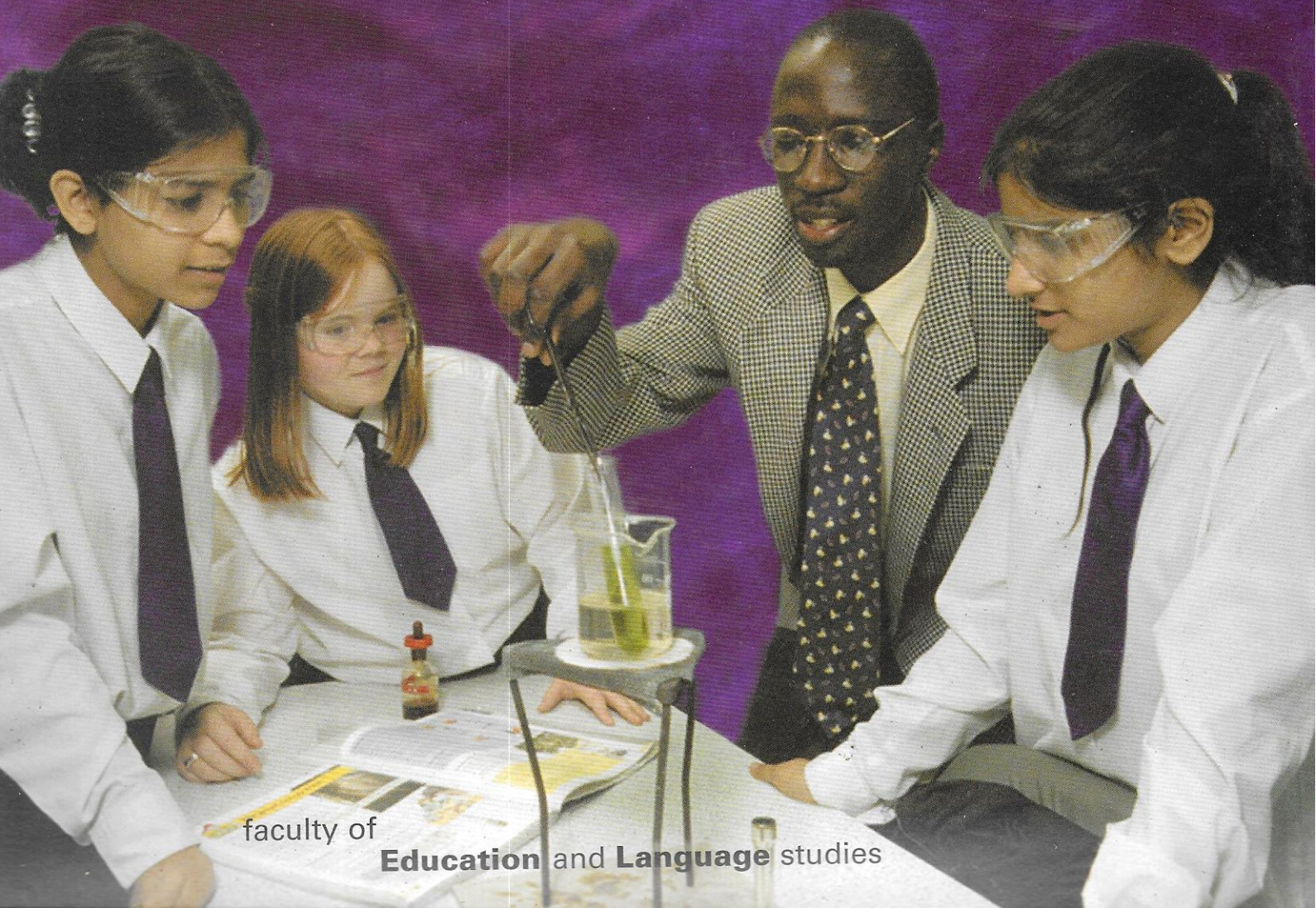


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**Postgraduate Certificate  
in Education**

for programme starting  
**April 2002**

**Flexible initial teacher  
training programme**



faculty of

**Education and Language studies**





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Postgraduate Computing

2003/2004

# Development for Professionals facing the challenge of change

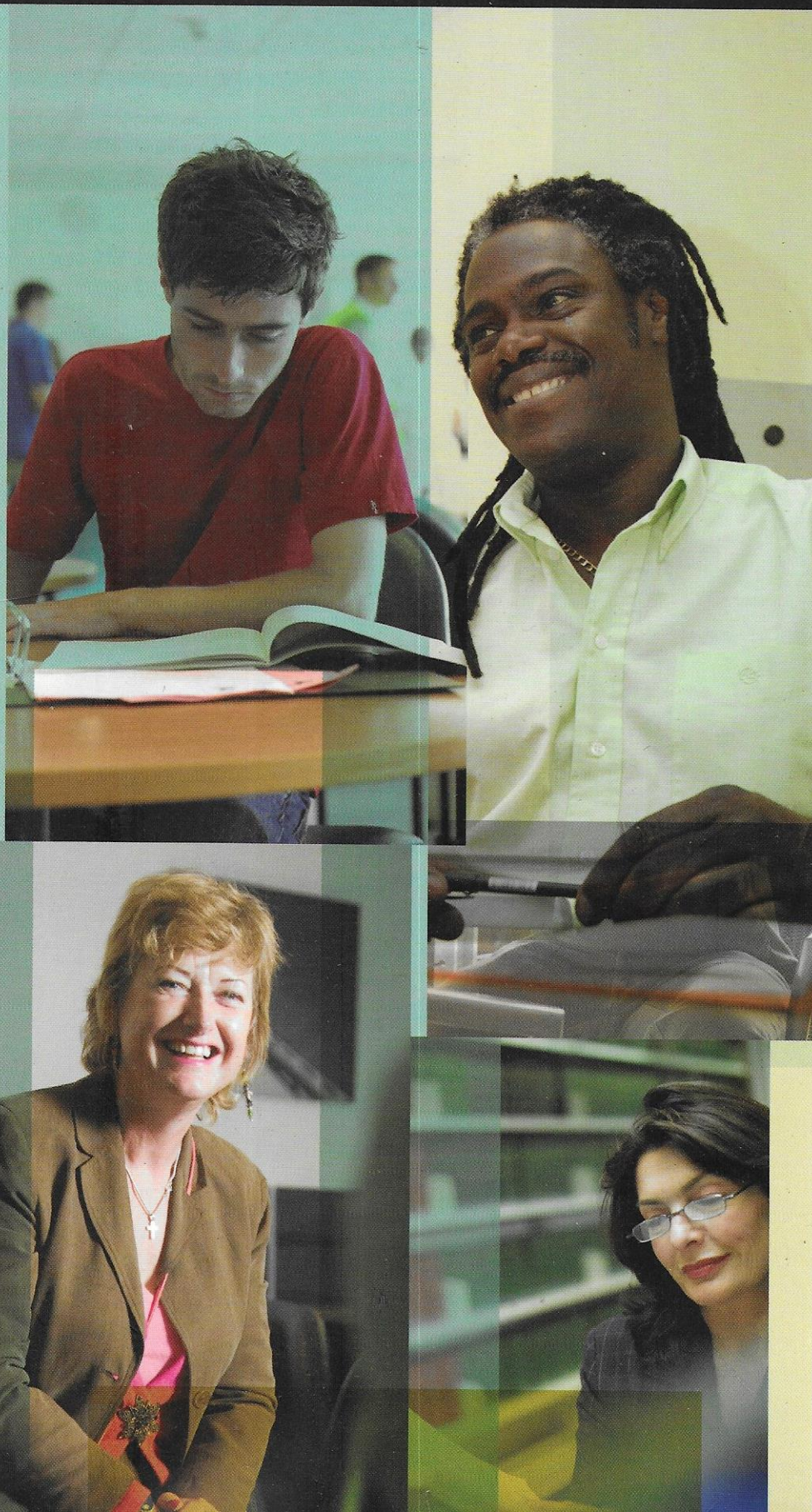




Qualifications & Courses  
Postgraduate Prospectus  
2007/2008



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# Postgraduate Prospectus

## 2010/2011



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Professional development  
in the knowledge and  
skills for the management  
of technology



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**MBA**  
**(Technology**  
**Management)**

2001/2002







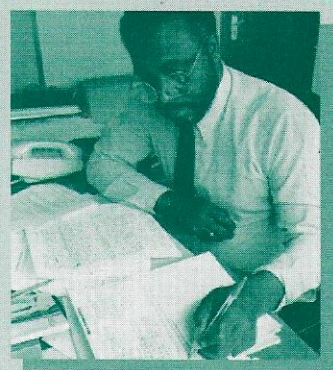
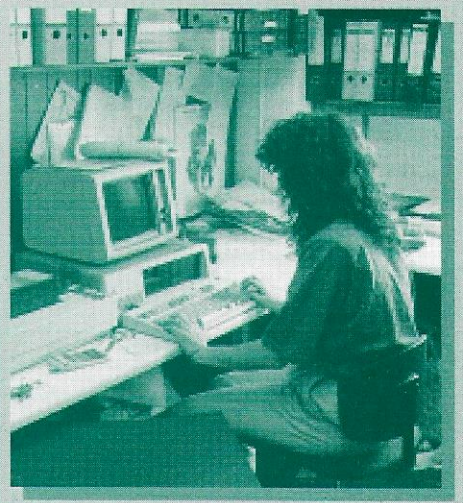
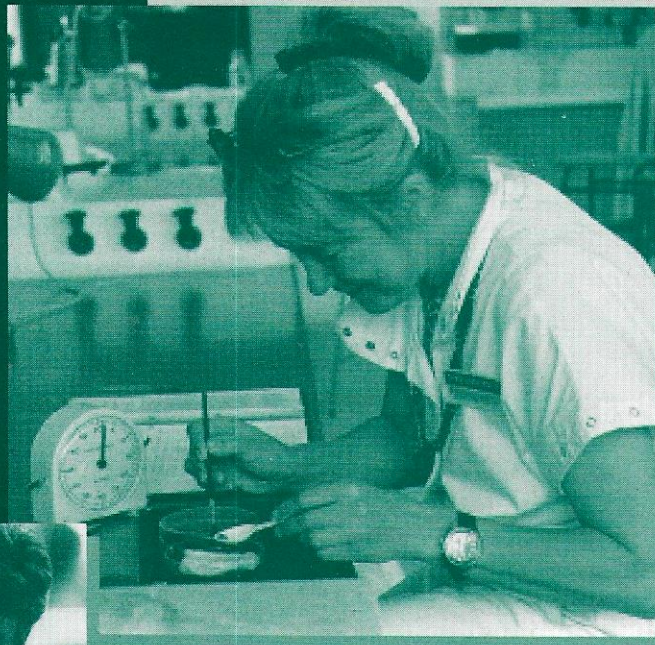
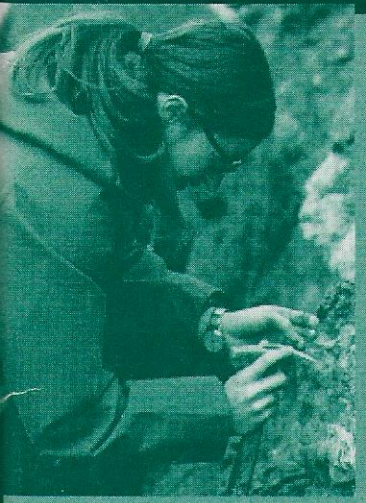
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WALTON HALL

**RESEARCH DEGREE  
PROSPECTUS  
1994/95**



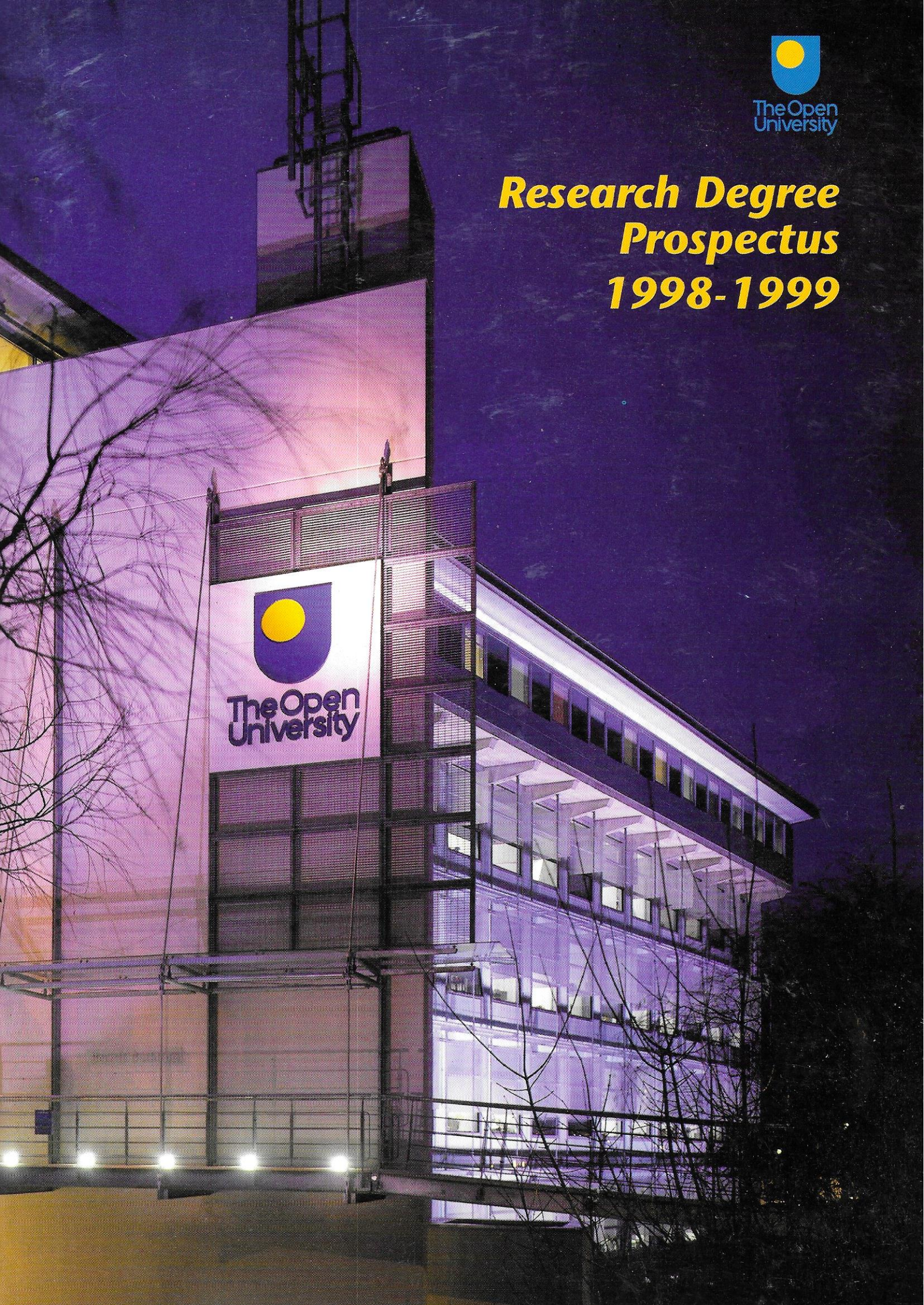


# **Research Degree Prospectus**

**1995 - 1996**



# ***Research Degree Prospectus 1998-1999***







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Research Degree  
Prospectus

2000/2001



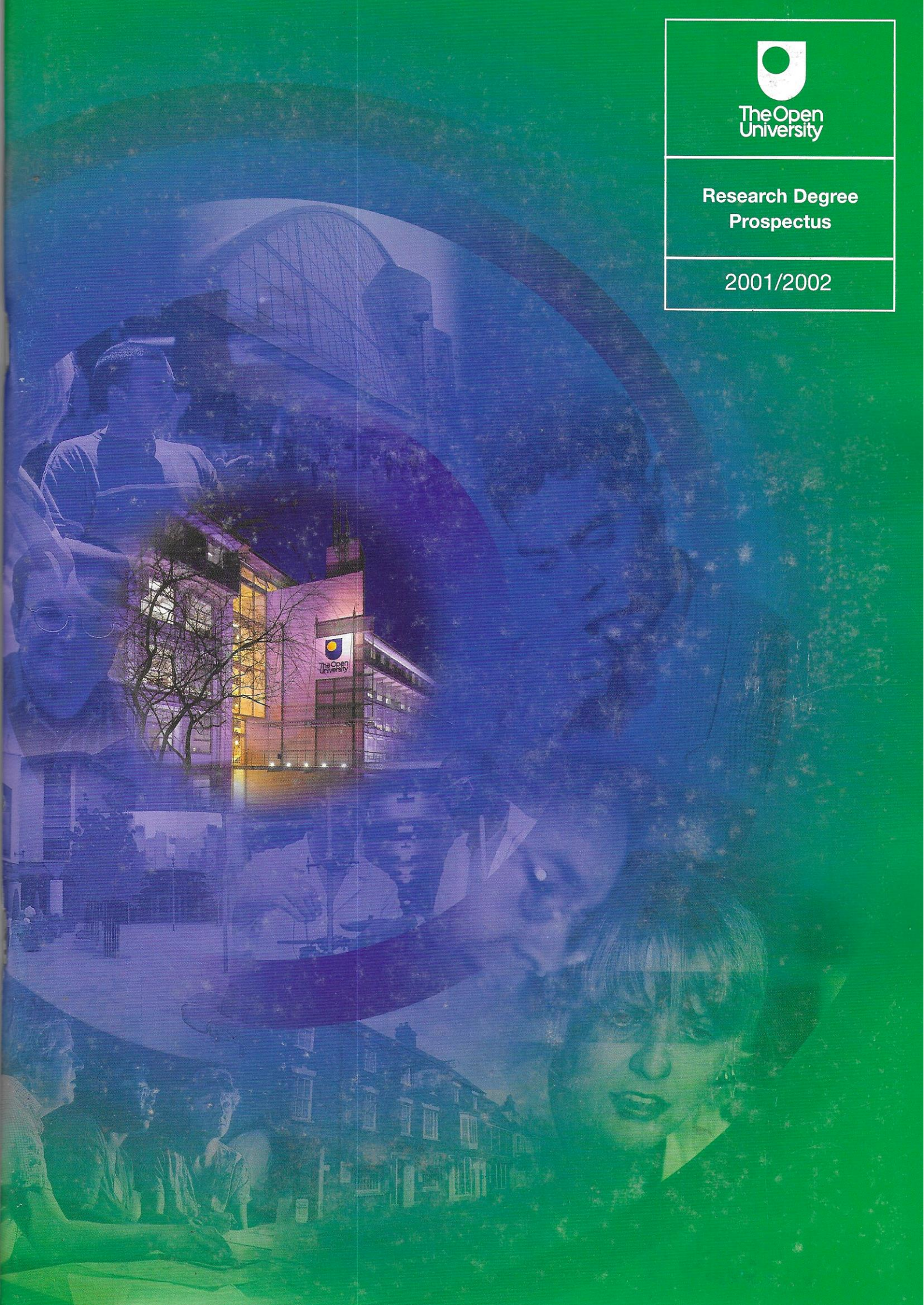
:Research Degree Prospectus





# Research Degree Prospectus

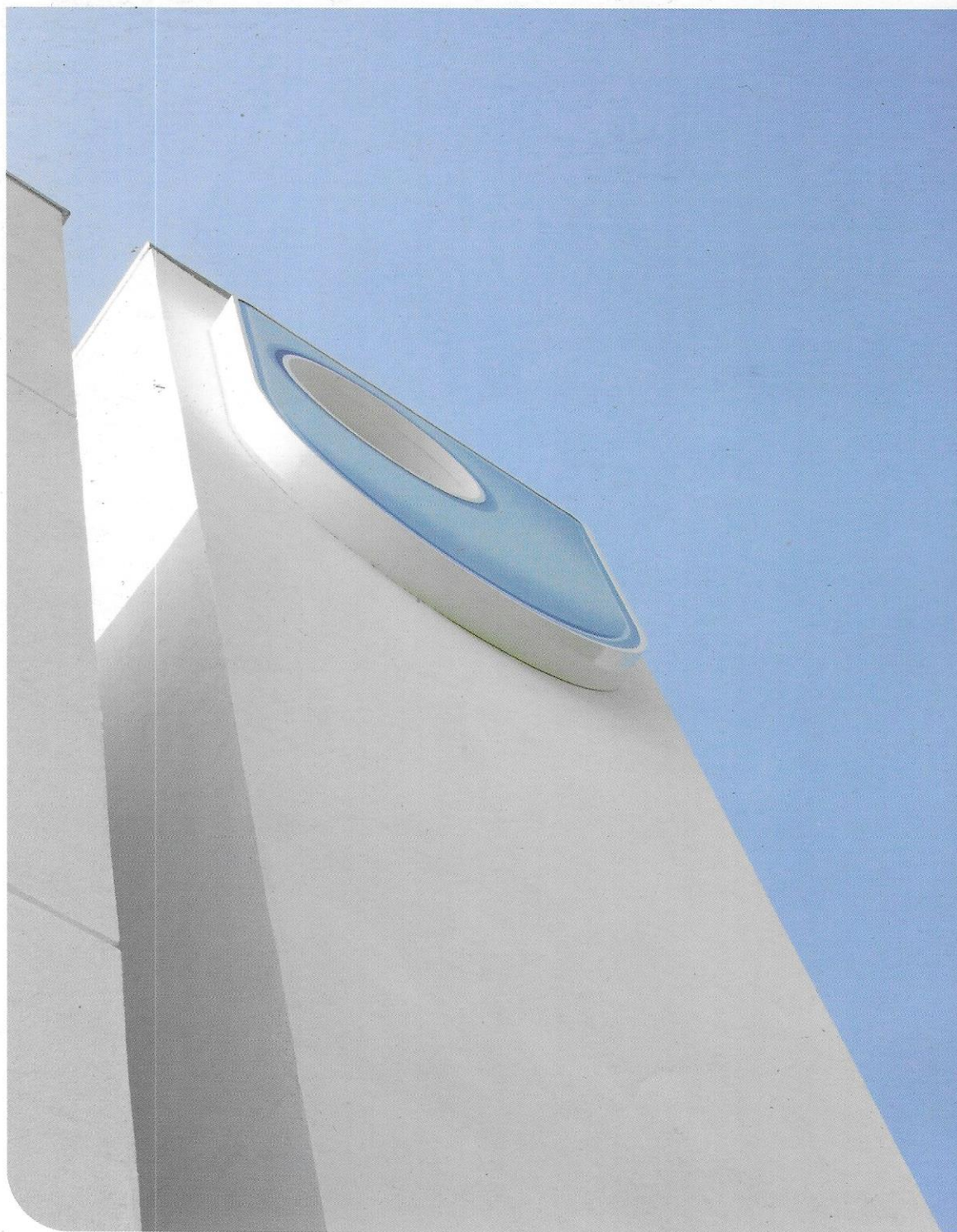
2001/2002





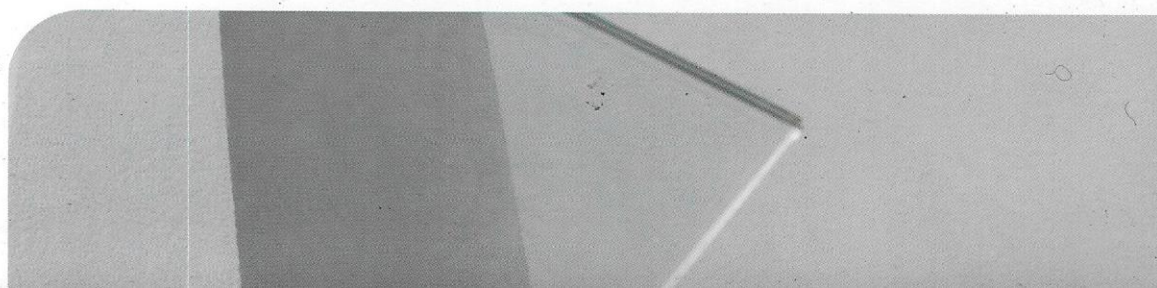


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# Research Degrees Prospectus

2007/2008





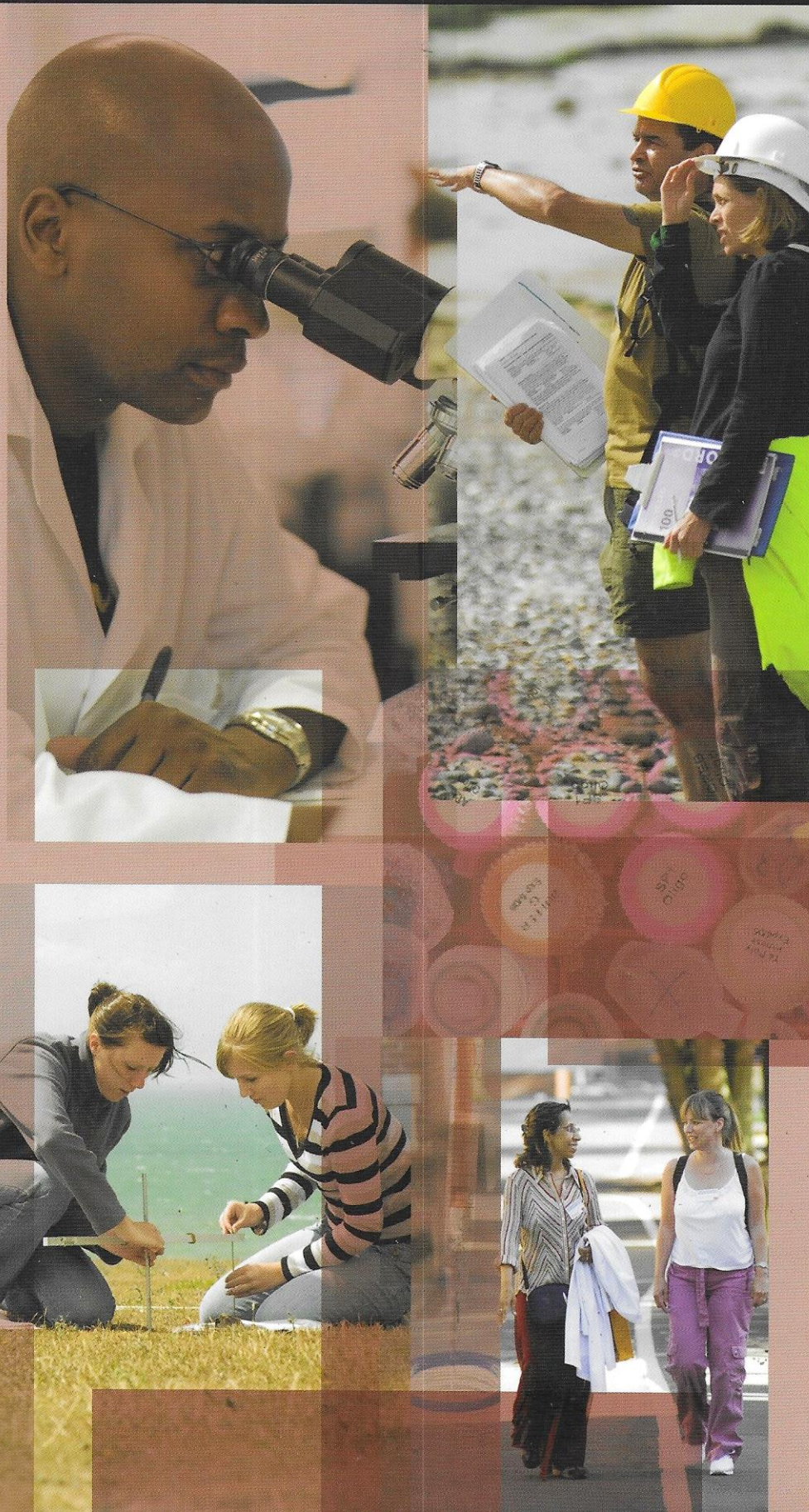
Qualifications and courses for new and continuing students

# Science Prospectus

2007/2008



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# Science Prospectus

2009/2010

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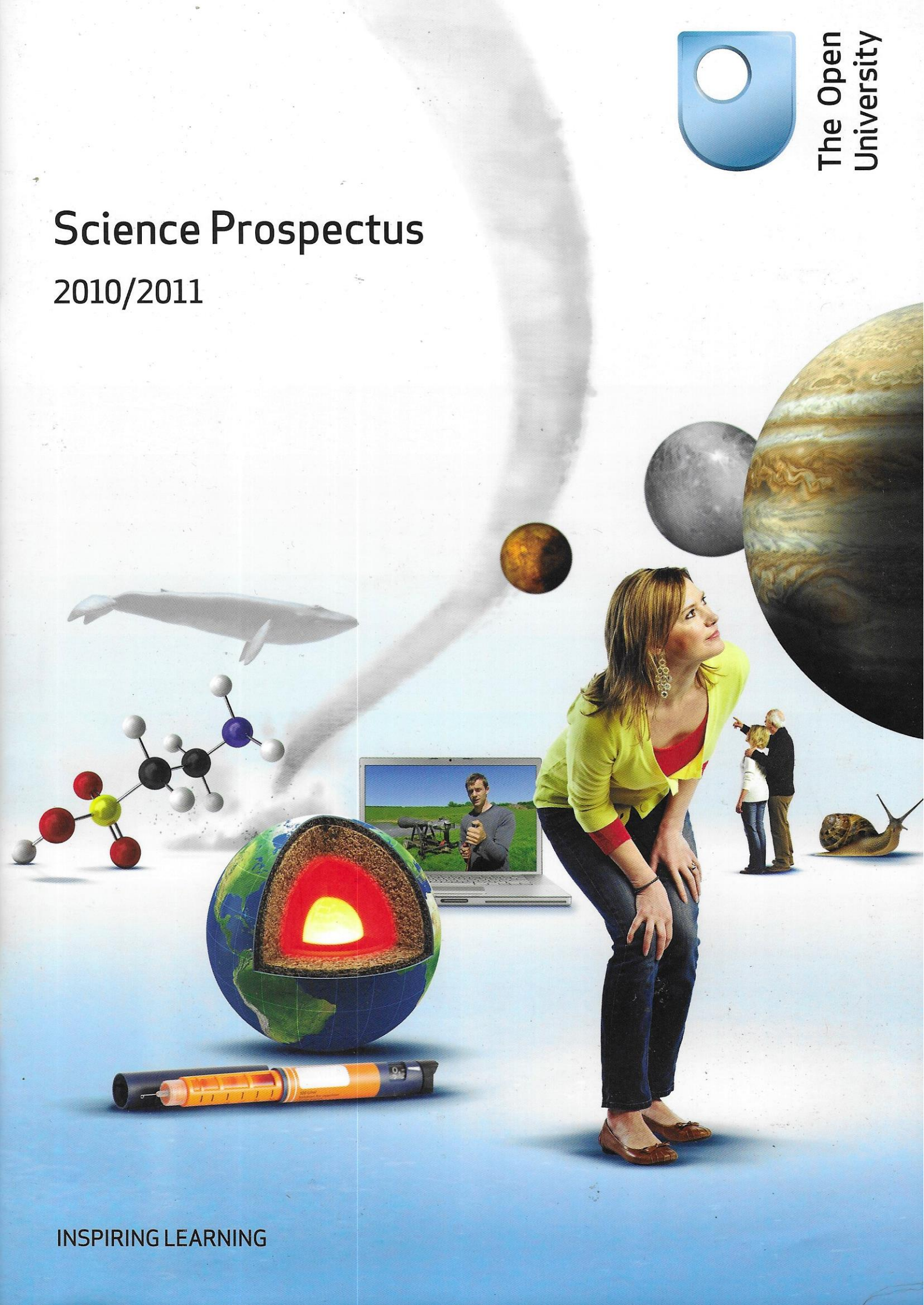




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# Science Prospectus

2010/2011



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**Science  
Short Course  
Registration Booklet**

2002



SCIENCE SHORT COURSE REGISTRATION BOOKLET





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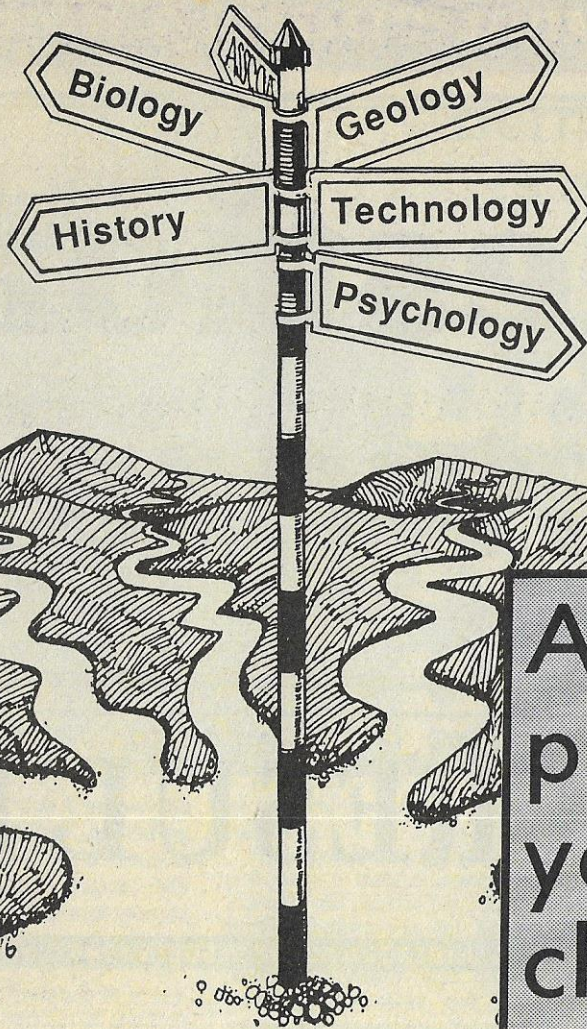
**Science  
Short Course  
Registration Booklet**

2003/2004



SCIENCE SHORT COURSE REGISTRATION BOOKLET



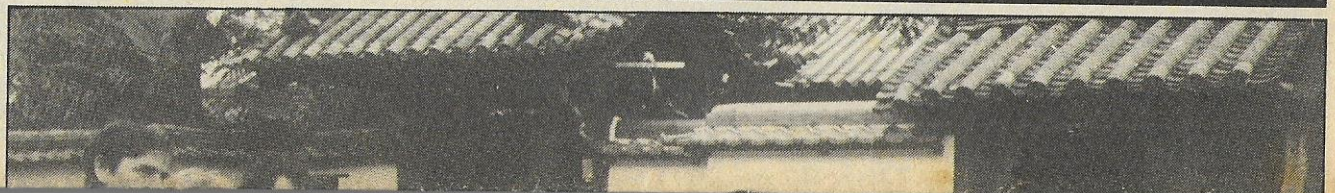


# Which way?

An eight page special  
pull-out supplement to help  
you make your course  
choice for 1991

Who needs  
this  
course?

E271 Curriculum and learning





## U206 Environment

WHEN a small group of enthusiasts began designing U206 in 1988, we appeared out of step with public and government who seemed to regard environmental issues as unimportant and even 'old hat'.

Today this seems incredible, as since the media has been overflowing with discussions both of international issues — the ozone layer, the greenhouse effect and the destruction of the rainforest — and of British problems including food and water quality and the insidious effects of toxic and nuclear waste. After a period of self-congratulation at having anticipated the change of mood, I have begun to see a possible snag — perhaps people have heard all they want to about environmental issues and they won't flock to take U206.

Going back to the course with this question in mind, the worry begins to fade away because U206 has a distinctive contribution to make. It does discuss many of the issues which have become prominent — certainly enough of them to persuade any remaining sceptics that these are issues which need to be taken seriously — but it does so in a particular way.

First, although it starts approachably, it is much more rigorous than most media discussions in establishing what the problems are and in explaining how they come

about — and often the explanation involves insights from science, technology, economics and politics.

Second, it builds up an appreciation of the ways that different problems are inter-related, and so it avoids the illusion that particular problems are amenable to a quick fix. Instead, it evaluates particular policies in terms of their sustainability and moves towards an understanding of what might be involved in sustainable development.

### Local project

Third, in considering particular issues, like agriculture or energy use, the course takes a global perspective and contrasts the problems of highly developed societies, including the UK, with those of less developed societies.

Fourthly, while the course materials take a global view, there is a small project which asks students to investigate an environmental issue in their local area and build up a reasoned case for a particular outcome. The course does not advocate any particular line of environmental policy but equips students to formulate their own lines within a broad understanding of the issues and the causes.

So, who needs an inter-faculty course on environment? The answer is now clear: anyone, from any faculty, who is concerned about environmental issues, whether they want to think globally or act locally.

**Phil Sarre,**  
Course team chair.



On location near Nara, ancient capital of Japan, filming for the Japanese case study in E271.

## Critical look at education changes

FEW could have failed to notice the changes taking place in education over the last few years. A half credit, second level course from the School of Education *E271 Curriculum and Learning* is one of the first new courses to take a critical look at the implications of these changes for schools and colleges today.

The course team were determined to look at curriculum and our understanding of learning in the widest possible context. For example, some of the latest developments in psychology are covered

by TV and course materials from Brazil and Israel as well as Britain. To look at school reform, members of the course team visited Japan where I was able to talk to a number of leading politicians and educationalists. There are interesting parallels and contrasts with developments in Britain following the Education Reform Act and the introduction of a National Curriculum in England, Wales and northern Ireland. The Japanese case studies and materials break new ground for an education course.

A feature of the course is the way it explores the theme of curriculum and learning through the controversies and hotly contested debates that feature large in the media. Contemporary and historical news coverage introduces many of the sections. The course is presented in three attractive ring binders containing the printed text and students are encouraged to incorporate their own collection of news cuttings, assignments and other material as the course develops. There are four TMAs that

account for 60% of the total marks which are evenly weighted at 15% each.

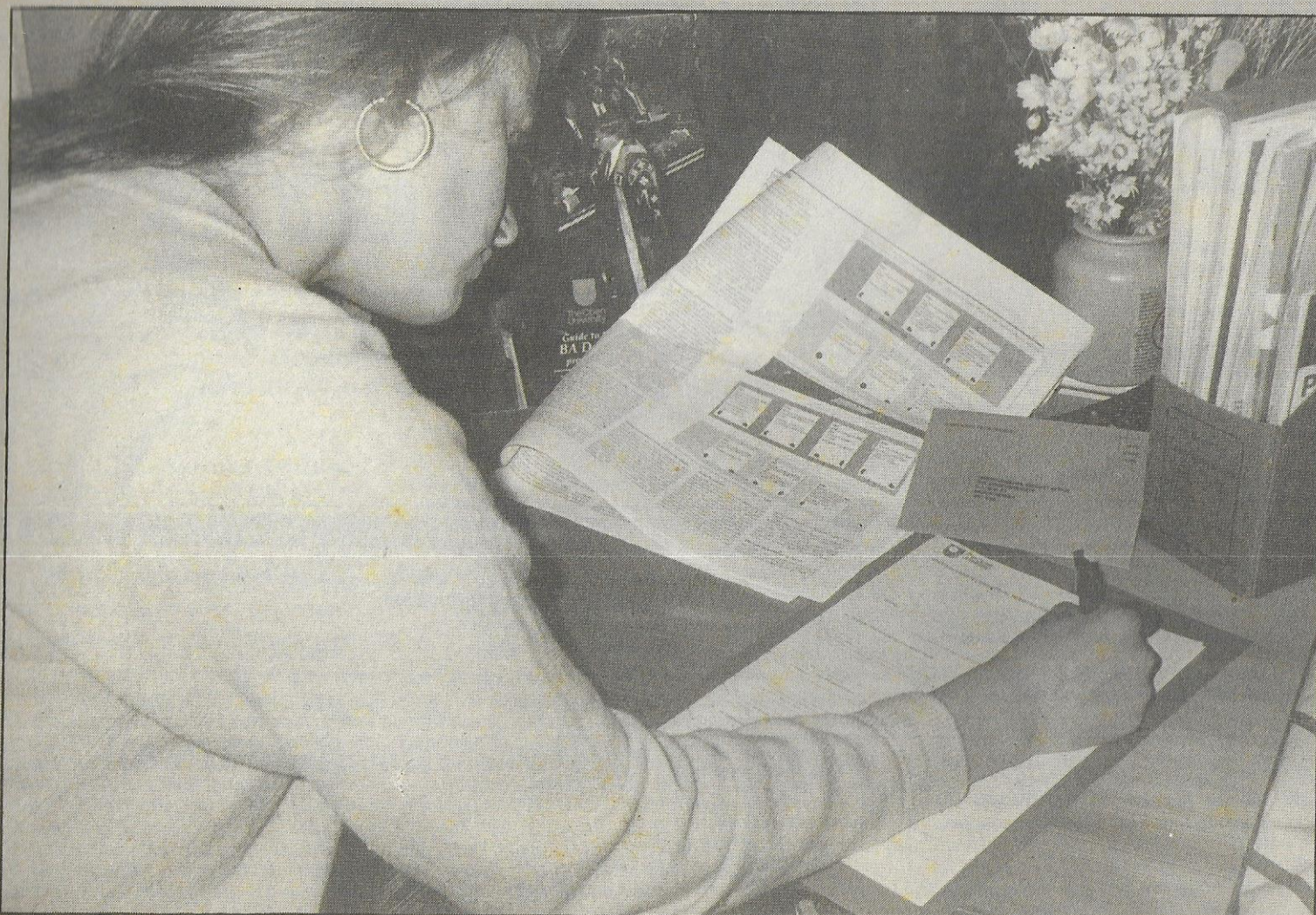
The course is planned to be of value, not only to teachers and those returning to teaching, but also to anyone with an interest in the reform and future direction for education in Britain. Parents and governors, for example, will find *Curriculum and Learning* an accessible account of a fascinating area for study in the 1990s.

**Bob Moon**  
Course team chairman.

Turn the page for the vital statistics of those examination results



# Decision time



Thou, silent form, dost tease us out of thought/As doth eternity: Cold Pastoral! — Keats, *Ode on a Grecian Urn*.

## Sesame Con Reg supplement 1991

Each year *Sesame* invites the academics with new courses in the making to contribute to this special supplement designed for readers to pull out and keep. We hope it helps students make a wise choice for their next study step.



# Ready for every special pupil?

E242 *Learning for all* is a half credit course about the education of children who experience difficulties in schools and children who have disabilities.

It is also about the education system as a whole. Children who experience difficulties in school, for whatever reason, present a challenge to teachers, schools and policy makers to devise an education system which can respond to the needs of *all* children.

The course, which replaces E241 *Special needs in education*, is an introduction to the field. It covers the full age range, from pre- to post-school. In Unit 5 we go to Strathclyde to look at attempts to develop comprehensive pre-tertiary services; in Unit 1/2 we're in Cambridge looking at a primary school that includes many children with disabilities; in Unit 12, we're in Haringey, seeing how an FE college accommodates young people with learning difficulties.

We look at the many sources of difficulty that children and teachers face in school and how these might be overcome. Unit 6/7 looks at how the curriculum poses problems for children, and thus for teachers, and through a range of practical examples, suggests how lessons can be more flexible, to allow more children to take part actively. In Unit 10/11 we ask about the reasons why children and teachers become disaffected, and what might be done to improve matters. As well as disruption, we take a look at bullying and how schools try to tackle it.

Since our concern is with all children

and young people who experience difficulties in education we cover many groups. These include children and young people who find it difficult to read and write, children who lead troubled home lives, children who are HIV positive, or whose parents are HIV positive, traveller children, children who use sophisticated microtechnology to communicate and children whose first language is British Sign Language.

What happens in schools and classrooms is affected by what LEAs and governments do and so, towards the end of the course, we look at how national and local policies work and what effects they have. The consequences of the 1988 Education Reform Act is an important feature here.



What are the effects of the 1988 Education Reform Act on the classroom? E242 looks at this issue.

The assessment strategy is designed to encourage students to conduct their own critical enquiries into policy and practice in education. You will be able to undertake up to two small scale investigations into issues covered by the course, which might be based on one or two interviews, or a short observation. Other assignments give you a chance to think about how the course material could be used to affect local practice and to write short critical analyses of documents. The course includes specific help in making enquiries into local practice and in reading and writing critically.

Mary Masterson and Will Swann  
E242 course team members

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$$T_4 = \left( \frac{\partial f_4}{\partial x} \right)_{T_4} d\hat{x} + \left( \frac{\partial f_4}{\partial T} \right)_{T_4} dT$$

$$T_5 = \left( \frac{\partial f_5}{\partial x} \right)_{T_5} d\hat{x} + \left( \frac{\partial f_5}{\partial T} \right)_{T_5} dT$$

$$T_6 = \left( \frac{\partial f_6}{\partial x} \right)_{T_6} d\hat{x} + \left( \frac{\partial f_6}{\partial T} \right)_{T_6} dT$$

$$T_7 = \left( \frac{\partial f_7}{\partial x} \right)_{T_7} d\hat{x} + \left( \frac{\partial f_7}{\partial T} \right)_{T_7} dT$$

$$T_8 = \left( \frac{\partial f_8}{\partial x} \right)_{T_8} d\hat{x} + \left( \frac{\partial f_8}{\partial T} \right)_{T_8} dT$$

$$T_9 = \left( \frac{\partial f_9}{\partial x} \right)_{T_9} d\hat{x} + \left( \frac{\partial f_9}{\partial T} \right)_{T_9} dT$$

$$T_{10} = \left( \frac{\partial f_{10}}{\partial x} \right)_{T_{10}} d\hat{x} + \left( \frac{\partial f_{10}}{\partial T} \right)_{T_{10}} dT$$

$$T_{11} = \left( \frac{\partial f_{11}}{\partial x} \right)_{T_{11}} d\hat{x} + \left( \frac{\partial f_{11}}{\partial T} \right)_{T_{11}} dT$$

$$T_{12} = \left( \frac{\partial f_{12}}{\partial x} \right)_{T_{12}} d\hat{x} + \left( \frac{\partial f_{12}}{\partial T} \right)_{T_{12}} dT$$

$$T_{13} = \left( \frac{\partial f_{13}}{\partial x} \right)_{T_{13}} d\hat{x} + \left( \frac{\partial f_{13}}{\partial T} \right)_{T_{13}} dT$$

$$T_{14} = \left( \frac{\partial f_{14}}{\partial x} \right)_{T_{14}} d\hat{x} + \left( \frac{\partial f_{14}}{\partial T} \right)_{T_{14}} dT$$

$$T_{15} = \left( \frac{\partial f_{15}}{\partial x} \right)_{T_{15}} d\hat{x} + \left( \frac{\partial f_{15}}{\partial T} \right)_{T_{15}} dT$$

$$T_{16} = \left( \frac{\partial f_{16}}{\partial x} \right)_{T_{16}} d\hat{x} + \left( \frac{\partial f_{16}}{\partial T} \right)_{T_{16}} dT$$

$$T_{17} = \left( \frac{\partial f_{17}}{\partial x} \right)_{T_{17}} d\hat{x} + \left( \frac{\partial f_{17}}{\partial T} \right)_{T_{17}} dT$$

$$T_{18} = \left( \frac{\partial f_{18}}{\partial x} \right)_{T_{18}} d\hat{x} + \left( \frac{\partial f_{18}}{\partial T} \right)_{T_{18}} dT$$

$$T_{19} = \left( \frac{\partial f_{19}}{\partial x} \right)_{T_{19}} d\hat{x} + \left( \frac{\partial f_{19}}{\partial T} \right)_{T_{19}} dT$$

$$T_{20} = \left( \frac{\partial f_{20}}{\partial x} \right)_{T_{20}} d\hat{x} + \left( \frac{\partial f_{20}}{\partial T} \right)_{T_{20}} dT$$

Yes, of course but there is just one thing I don't understand.

## The life-blood of mathematics

THE third level half credit course M372 *Numerical methods for differential equations* is the second of a pair of courses on numerical methods and, like its sister course, M371, the emphasis is on the practical aspects of solving problems.

Differential equations are the life-blood of mathematics, physics, chemistry, biology, engineering and many other disciplines. Yet only a small proportion of these can be solved analytically. The numerical methods in the course will range from the 250-year-old method due to Euler through to the modern Finite-element methods for partial differential equations. The aim, however, is not to give 103 different ways of solving a particular problem. Instead we outline only those methods necessary to understand the techniques used in commercial software, to enable students to use this software sensibly and to realise that sometimes things can go wrong.

The course is one of the OU's home computing courses, requiring students to have frequent access to an IBM PC or compatible. Roughly a quarter of the course is devoted to practical work on the micro. Like M371, two types of software have been developed:

- Teaching packages, in which computer graphics are used to help teach some of the more difficult concepts in the course. Each of the packages is designed to be used with an audio-cassette commentary, the combination of package and commentary providing a carefully structured tutorial.
- Applications packages, which are designed to solve problems. On these packages, great care has been taken to allow students to input and edit problems in a simple way, so that practical experience can be gained to complement the theory in the units.

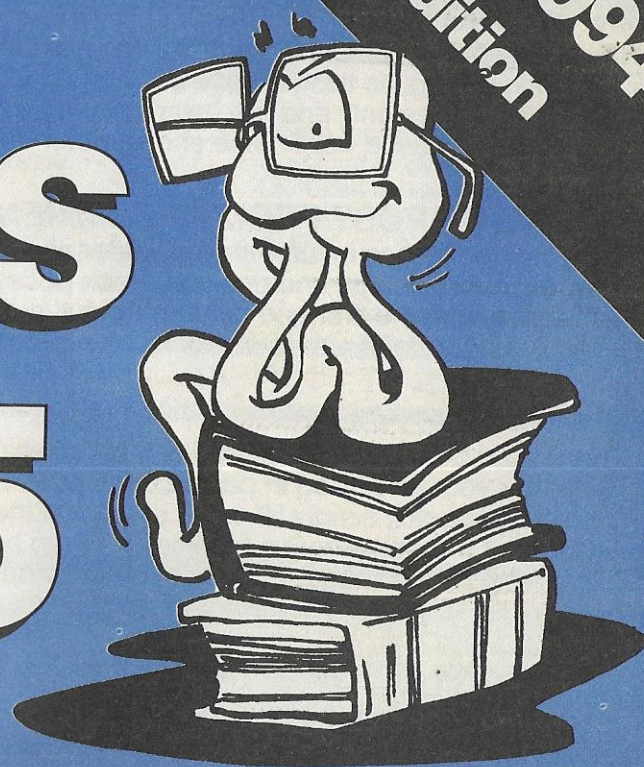
Turn the page for the 1990 course results





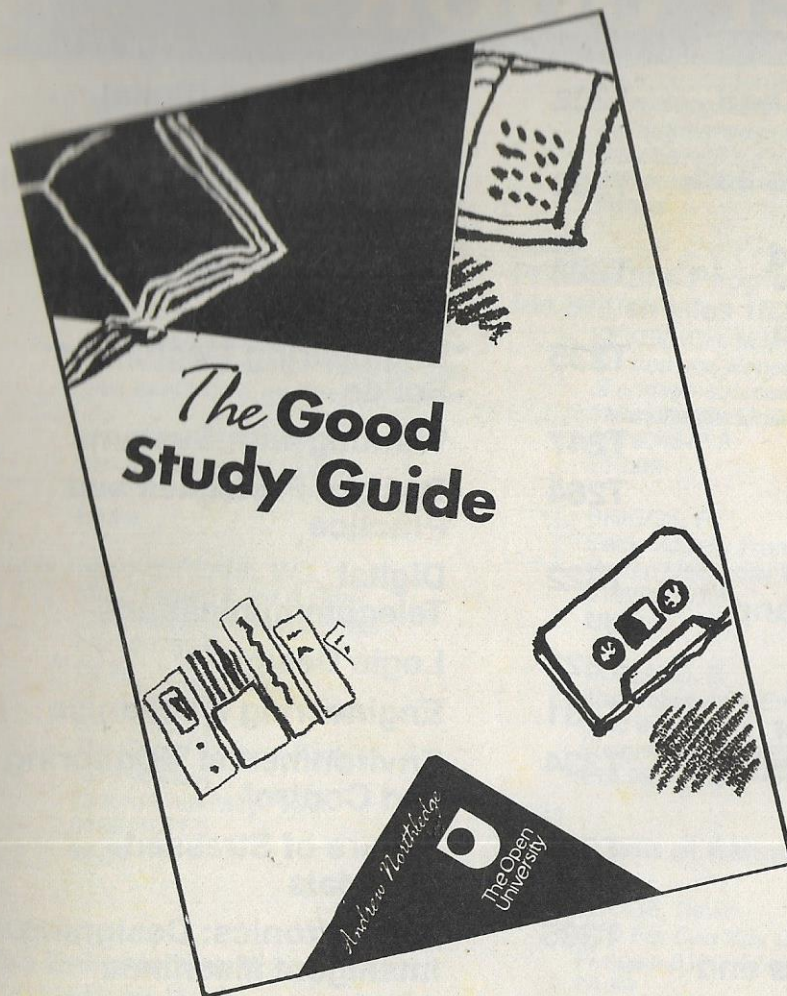
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Andrew Northedge

**The complete, practical guide to  
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Do you ever have trouble organising yourself, or concentrating, or wonder whether anything is going in? As a **new student** do you wonder how and when to take notes, or feel unprepared for writing essays? As a **continuing student** do you want to improve study skills in structuring arguments or planning an effective exam strategy?

**The Good Study Guide** helps you tackle these problems and find new ways forward. It is both an *introductory workbook* and an easy to use *reference book* which will repay reading throughout your OU career.

This is NOT a book of glib remedies or rules. Its practical exercises, real life examples and good advice enable you to develop for yourself effective approaches to suit **your** learning style and **your** circumstances. *All* personal and group study contexts are covered.

Author and OU tutor, Andrew Northedge, draws on a decade of experience helping students to develop successful study techniques.

**The Good Study Guide** is available primarily from all OU Recommended Bookshops, and other good booksellers. (It is a set book for over 14,000 students.)

256 pages, two colour throughout, ISBN 0 7492 0044 8,  
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# The Good Study Guide

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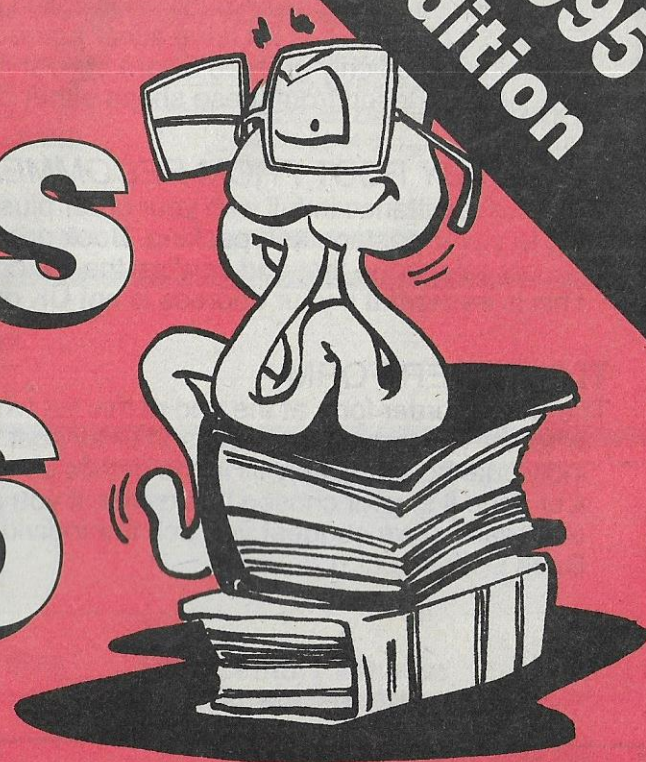




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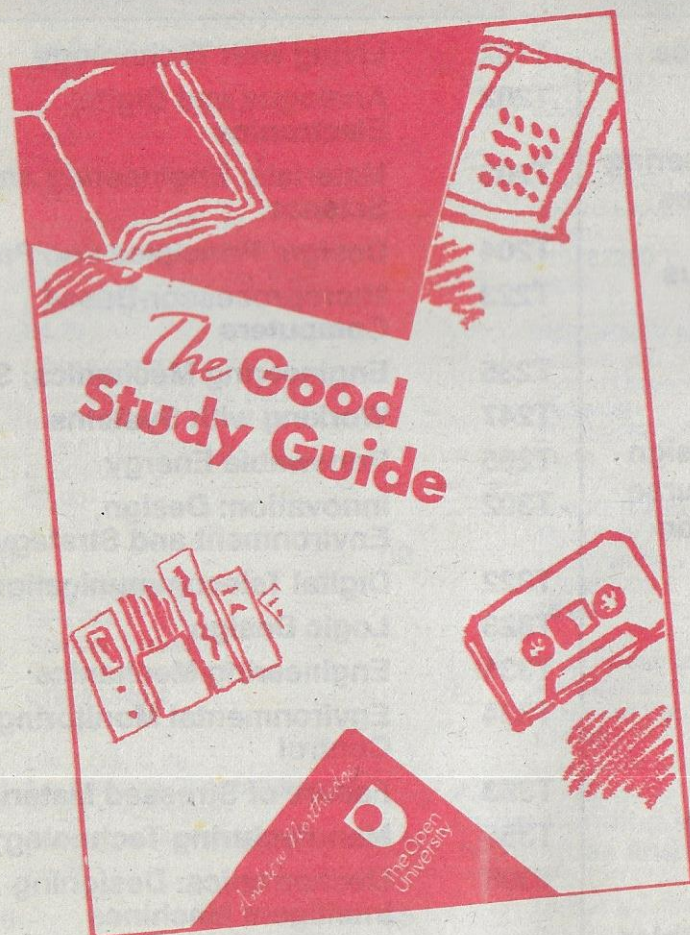
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# Set Books List 2000

## Why buy set books?

The books listed in these pages form an essential part of their respective courses. Students will need them for considerable periods during the course. It is therefore essential that you buy them; you should not try to borrow them from public libraries as there is no guarantee that they will be available at the times when you most need them.

## Obtaining your books

Folded inside is a companion publication called *Recommended Bookshops*. The booksellers on this list have either agreed to stock all set books or Level One titles only and are aware of your needs as OU students.

any reason, we suggest you tick the individual boxes and use the whole Book List as your order form.

## Avoiding delays

You should allow as much time as possible for ordering set books - don't leave it to the last moment before the start of your course. Order your books well in advance.

Some set books may not be in stock, even at recommended bookshops, between June and October. If you need to order books during those months you should allow extra time for the bookseller to obtain them.

## Arrangement of the list

Courses are grouped by faculty. Level One courses are



All bookshops listed on the Recommended Bookshops list will supply by post. Send the remittance in full with your order including any additional charges to cover postage and packing. Always give the ISBN number of the book you are ordering. Book prices can change, so do telephone the bookshop first to confirm the full order value and postage costs. This is essential if your address is not in the UK or the BFPO.

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There is an order form at the end of this list which you can use to save time, whether you are buying in person or by post. If you need complete sets, or individual books, simply fill in the details on the coupon, cut it out, and take it or send it to your chosen bookseller. If you are buying incomplete sets for

### Prices

All prices given are for paperback editions, except those marked HB to indicate that only hardback editions are available. Prices here have been supplied by book publishers but may be subject to alteration. Where prices are planned to rise on January 1st, that is the price given here. Early buyers may find books cheaper.

### Key

† Books marked † are published under a joint imprint with The Open University and are often Course Readers.

*Note: The number to the right of the course code is the year the course is expected to finish.*

### Note to students

Every publisher on this list has been informed that their book is a set book for an OU course and has guaranteed that stock is available.

### Don't Panic

What to do if you cannot find your set book.

- 1 Check that the shop you are using is listed in *Recommended Bookshops*.
  - 2 If the shop is listed, and still cannot supply the book, ring a number of shops on the list to see if they have copies. This will tell you how generally available the book is. All shops on the list will supply books by post, and most accept credit card orders; those that do not are marked.
  - 3 If you are still having problems contact the Copublishing Department at the Open University, telephone number 01908 653515.
- Publishers do endeavour to have the books in the shops for when you need them. On the whole, the system works well, but it does have the occasional hiccup. If you are prevented from studying because you can not obtain a set book, and you have done all you can, then tell your Staff Tutor.





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# STUDENT HANDBOOK 1990



# h a n d b o o k

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# HANDBOOK FOR UNDERGRADUATE STUDENTS

1993



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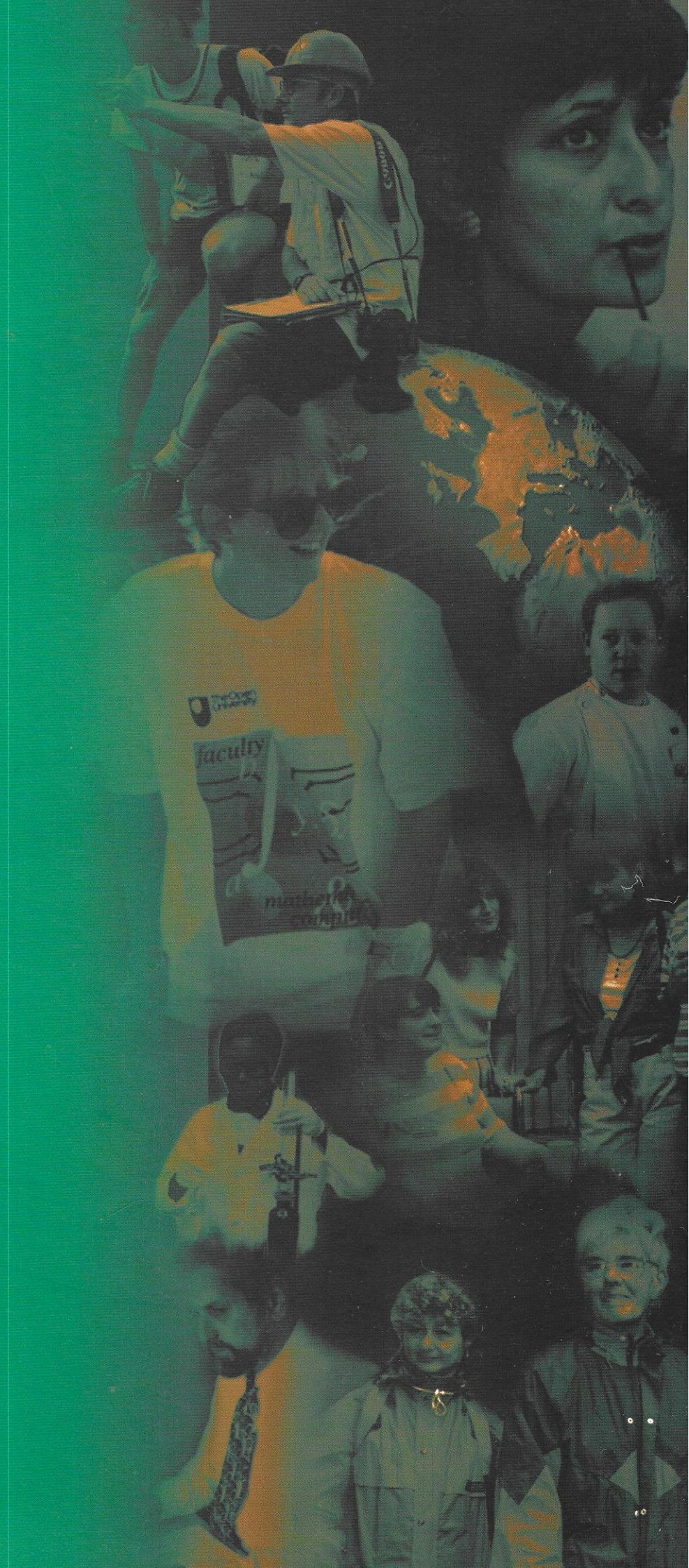




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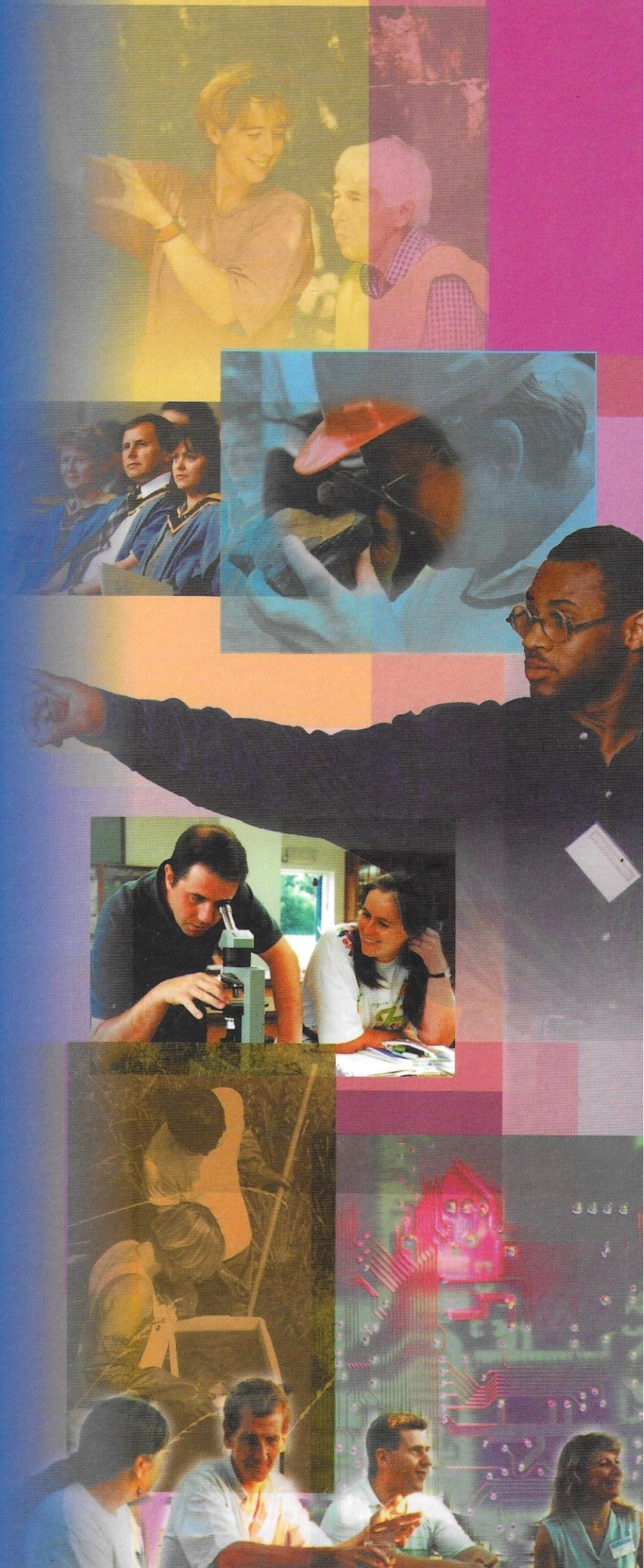






# Studying with the Open University

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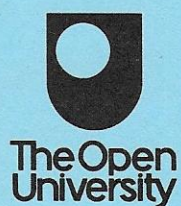


## No one forgets a good teacher

a guide to becoming a teacher 1999/2000







# ENTERING TEACHING

Advice for Open University undergraduates and graduates who are  
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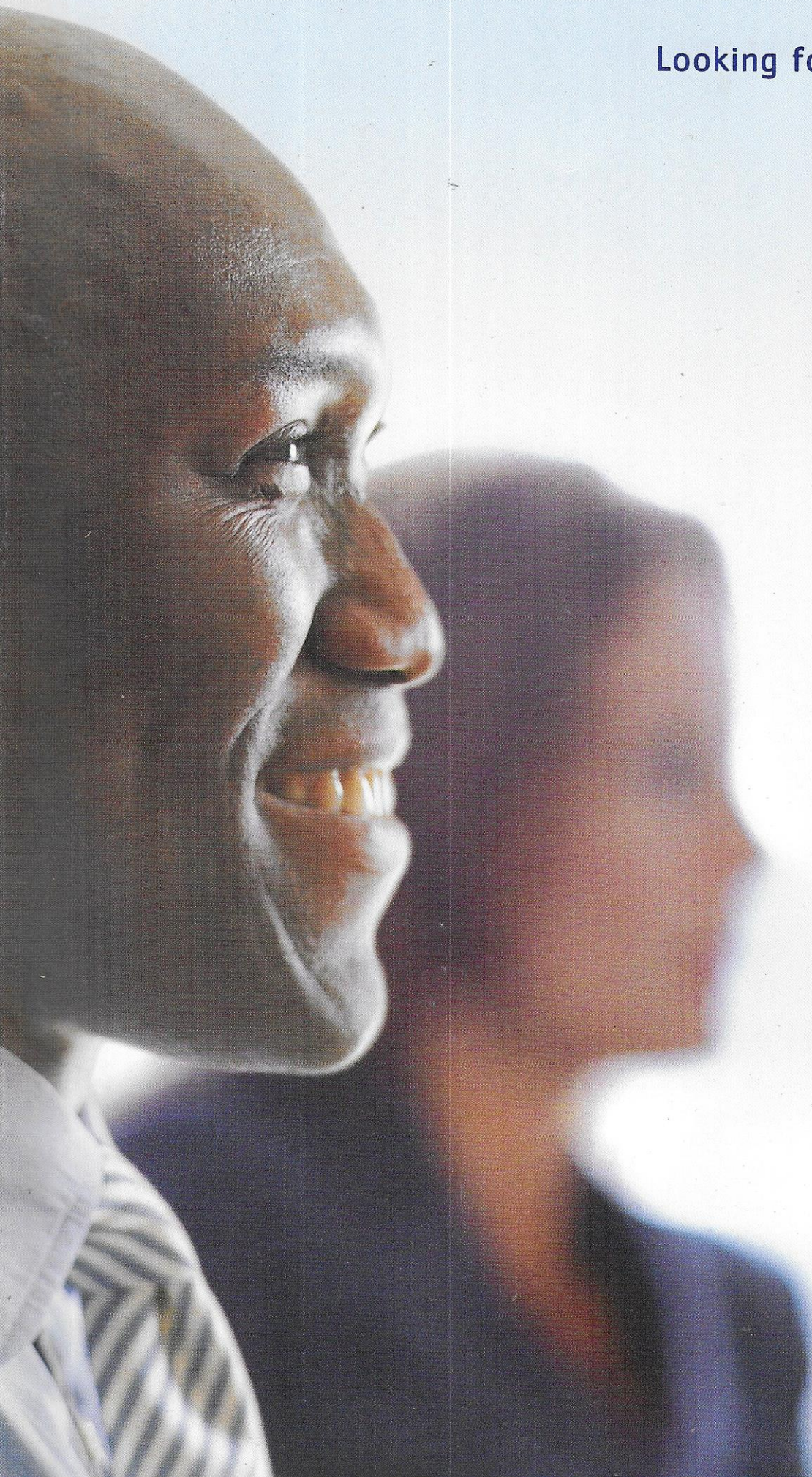
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Edition 10.0 November 2000

Additional copies of this booklet can be obtained from Open University Regional Centres.



Looking forward to teaching





This booklet has been prepared by The Open University (OU) to help prospective and current students who are seriously considering teaching as a career.



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# Becoming a teacher



2008-2009



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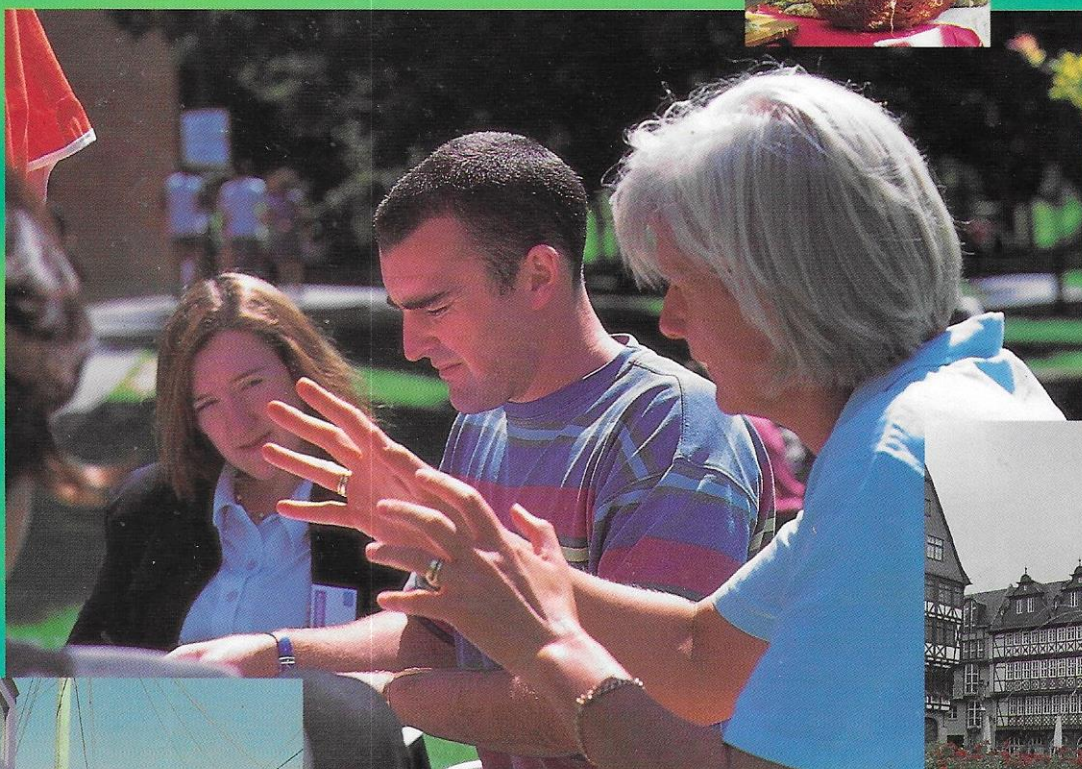


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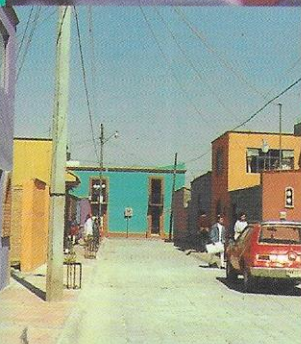
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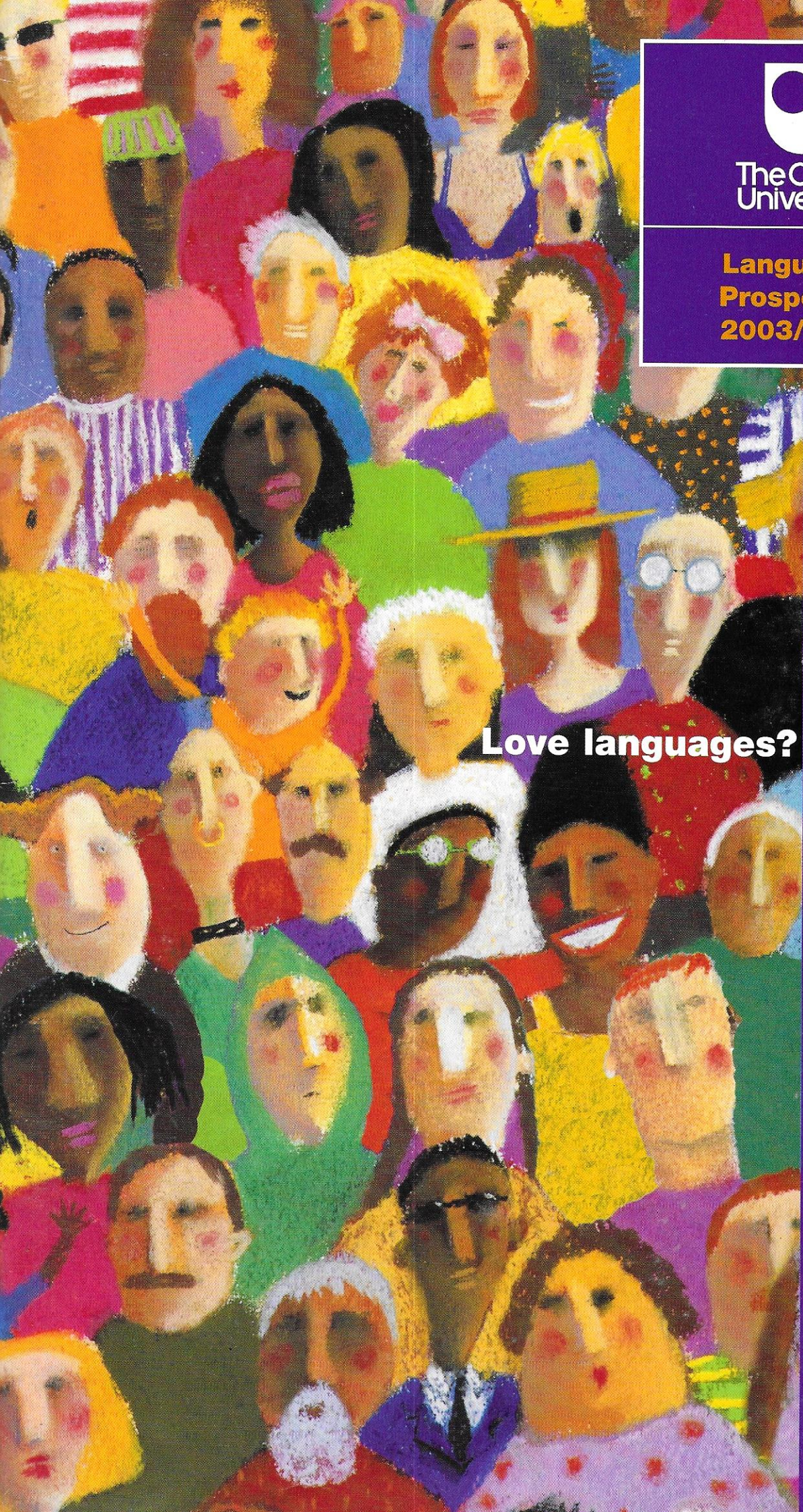
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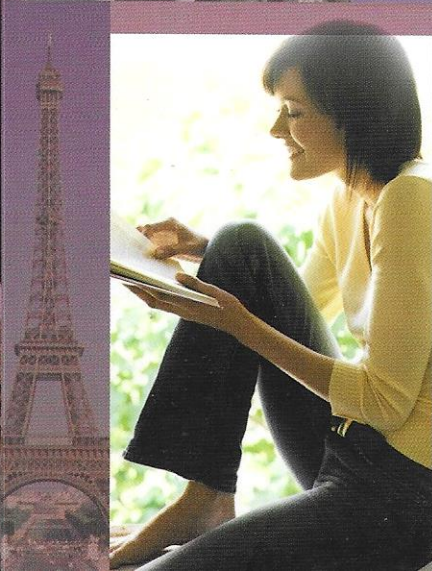
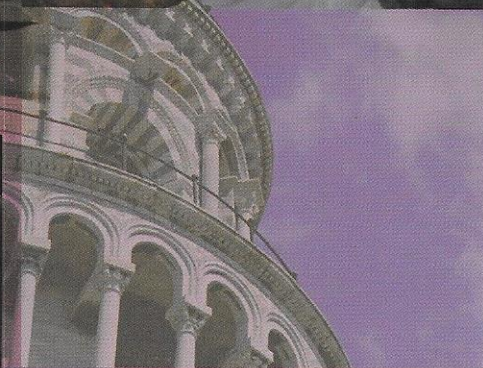
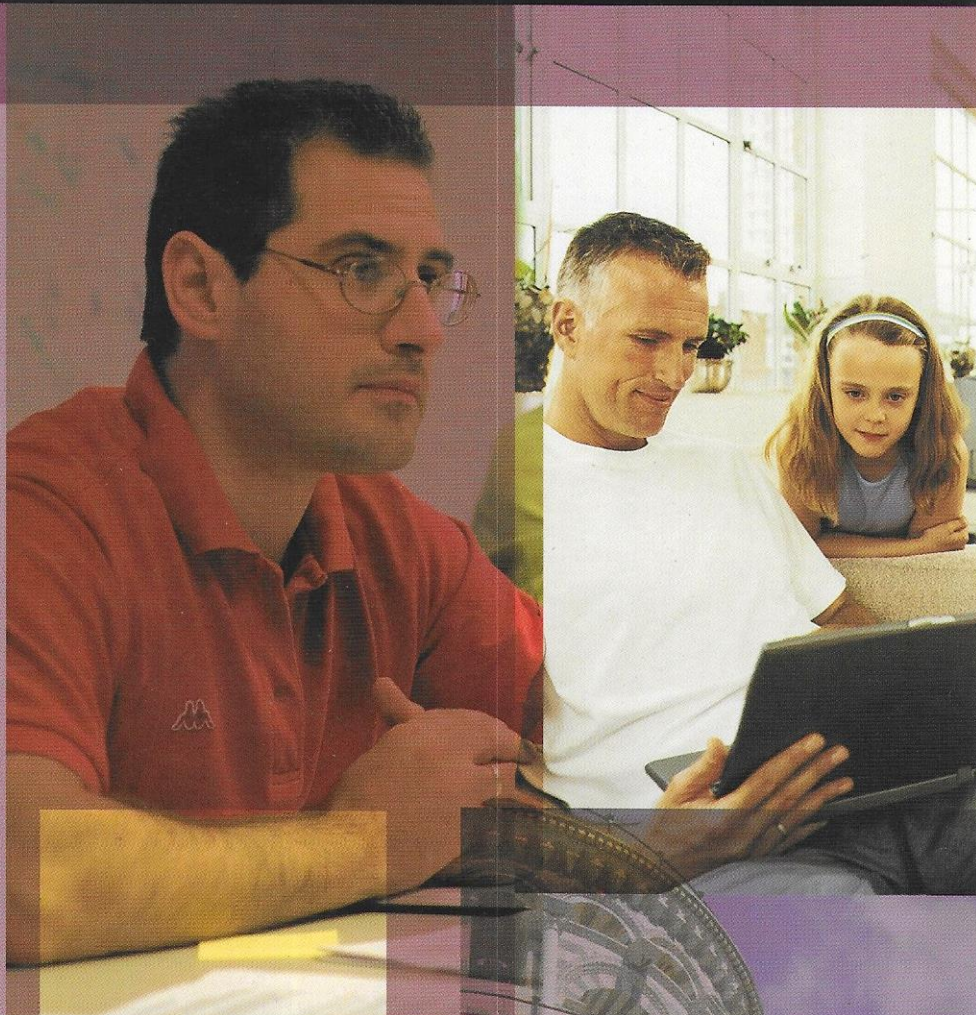
Qualifications and courses for new and continuing students

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